

Macedon Ranges Network Assessment maps

Writing samples moderated in 2009 by Bolinda, Darraweit Guim, Clarkefield, Newham, Langley, Lancefield, Malmsbury, Redesdale Mia—Mia, Tylden, Riddells Creek, and Gisborne Primary Schools.

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Introduction

Acknowledging that writing moderation ensures the monitoring of student progress, identifies the range of student learning development and needs, develops a shared understanding of language to describe and discuss student progress and supports the achievement of consistent judgements; this document was generated using writing samples moderated in 2009 by teachers from:

- Bolinda Primary School
- Darraweit Guim Primary School
- Clarkefield Primary School
- Newham Primary School
- Langley Primary School
- Lancefield Primary School
- Malmsbury Primary School
- Redesdale Mia—Mia Primary School
- Tylden Primary School
- Riddells Creek Primary School
- Gisborne Primary School

This is but one of many examples of how the Macedon Ranges Network works collaboratively to improve teaching and learning practices.

Within the document, you will see that prior to each group of moderated samples there is a condensed version of the DEECD English Writing Continuum. This continuum has been amended by omitting information relating to evidence that needs to be gathered through conferencing as well as text types which do not feature in these examples.

Following the samples, a glossary from the DEECD English Writing Continuum has been included to assist you with decoding the outlined indicators.

I hope that this material proves to be a useful resource in achieving consistency in writing moderation between teachers, schools and networks.



Lisha Nash
Network Literacy Improvement Officer



Overview

- understanding that their writing can communicate ideas, feelings and information
- use of letters and some words in the writing of brief texts about topics of personal interest
- emergent writing showing concepts about print, including left to right, top to bottom
- reading back from their own writing at the time of writing
- approximate use of letters for some letter–sound relationships and common words
- use of a variety of writing tools, including crayons, pencils and computer software

Ideas communicated in writing

Students write about personally significant events and topics. Their attempts contain letters, and two or more letters may be used to represent a word. Their writing is often accompanied by pictures or scribbles to convey their intended meaning.

Conventions in writing

- In their writing attempts, students show an awareness of elementary concepts about print, including left to right, top to bottom, and spacing, i.e., that there are spaces between written words.
- Students begin to write short, teacher-dictated sentences by approximating the spelling patterns and may invent or approximate some letters.
- Students write the first letter of their name, and then their name and the names of others in their class.
- Students distinguish between pictures and written language

Conventions of spelling

- Students attempt to spell words by writing one or more of the letters in the word, usually having the initial letter, or by matching the most obvious sounds, particularly consonants.
- Students know and can write some letters (upper and lower case), and recall the names of letters, both upper and lower case.
- Students match letters with their common sounds, for example, they can use a model of the alphabet to select the letter for sounds they hear and then write the letter by copying.
- Students write letters for some of the letter–sound links they know and may mix up upper and lower case letters.
- Students recall the most common sounds that are linked with letters.

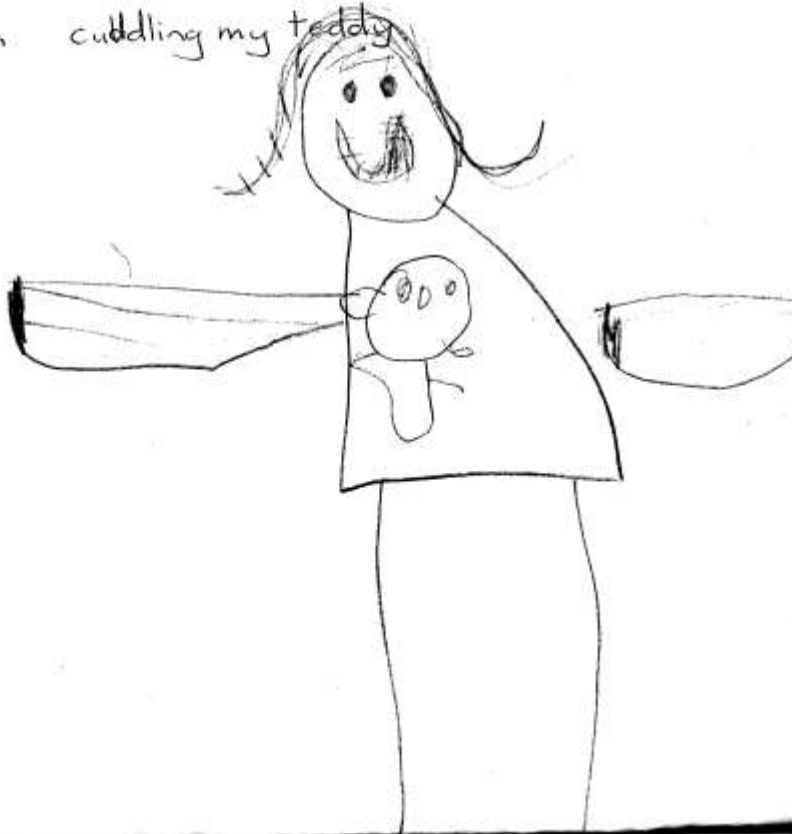
16/10/09

The Best

Day ^{copied}

in toot

I am cuddling my teddy



- Understanding that their writing can communicate ideas, feelings and information
- Although words are not recognisable, there is use of letters in the writing of brief texts about topics of personal interest
- Emergent writing showing concepts about print, including left to right, top to bottom
- Reading back from their own writing at the time of writing
- Students distinguish between pictures and written language

0.5

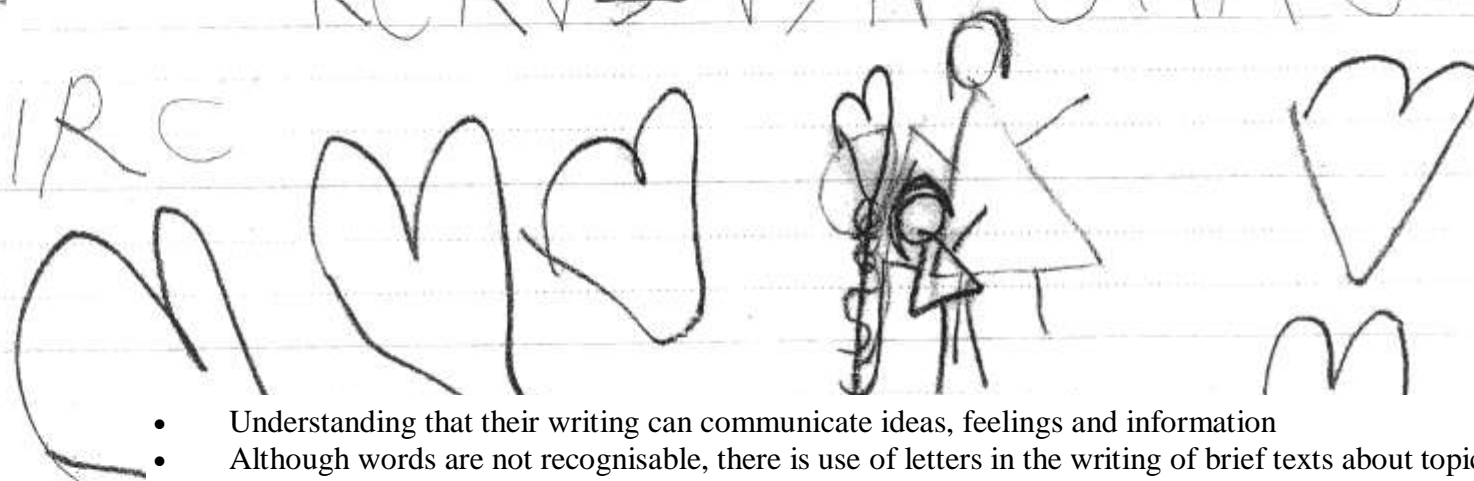
The Best Day

g/f egotRRCAABDRbteo/aschoolar

roylar lieir.

yyool/GRCRV\$VYNVSAAD.

RIRC



- Understanding that their writing can communicate ideas, feelings and information
- Although words are not recognisable, there is use of letters in the writing of brief texts about topics of personal interest
- Emergent writing showing concepts about print, including left to right, top to bottom
- Reading back from their own writing at the time of writing
- Students distinguish between pictures and written language

The lost day

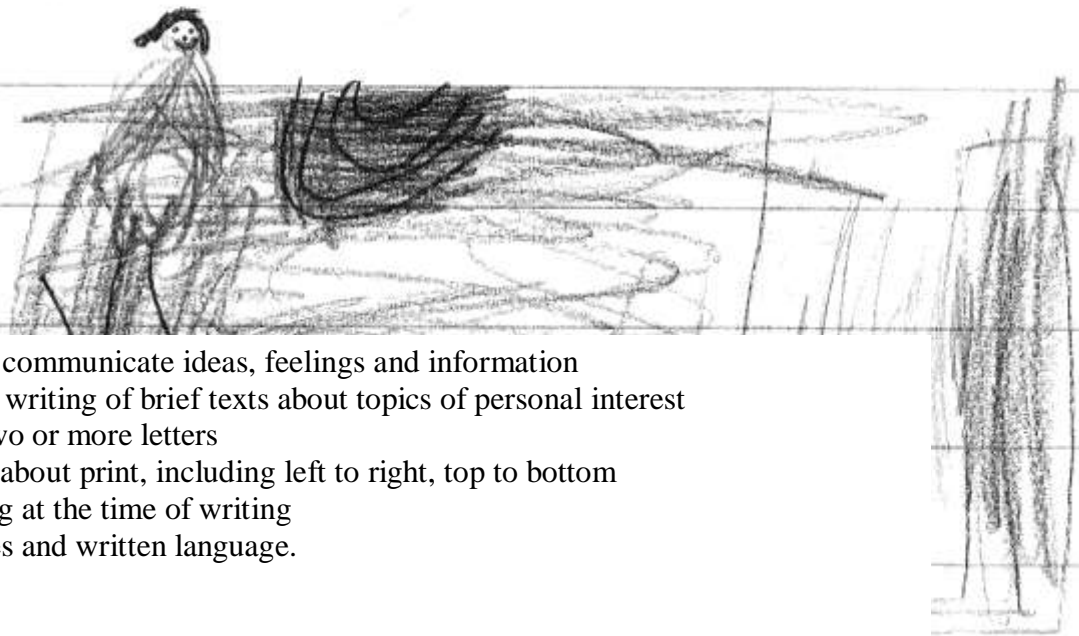
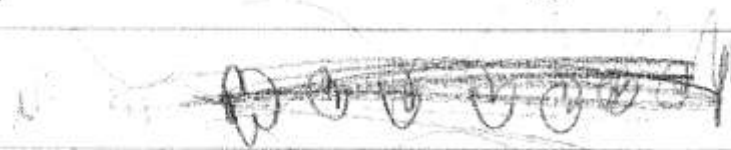
ding in LOT I wa No Wae

N BILP had YCIS

COE PIW BEV ddy 2 PT

EDF GWP EUP ZYS dTIST

V WPO YE STB & GT



- Understanding that their writing can communicate ideas, feelings and information
- Use of letters and some words in the writing of brief texts about topics of personal interest
- Attempts at words usually contain two or more letters
- Emergent writing showing concepts about print, including left to right, top to bottom
- Reading back from their own writing at the time of writing
- Students distinguish between pictures and written language.

1.0 Overview

At Level 1, students write personal recounts and simple texts about familiar topics to convey ideas or messages. In their writing, they use conventional letters, groups of letters, and simple punctuation such as full stops and capital letters. Students are aware of the sound system and the relationships between letters and sounds in words when spelling. They form letters correctly, and use a range of writing implements and software.

Ideas communicated in writing

- Students write strings of words to recount experiences, and simple texts to describe familiar topics or to convey ideas or messages.
- Students form and express simple ideas, reasons, or opinions. In their writing they use high-frequency words that are relevant to the topic, for example, they use appropriate words for a scary film they have seen or a visit to a farm.
- Students write a simple instruction using an informative form/structure that specifies an action.
- Students write a simple list of two or three items.
- Students write a description of two or three simple sentences, for example, about their family or their pets.
- Students write a caption for a picture they have drawn.
- Students write some key information about themselves, where they live, their phone number

Conventions in writing

- Students write in complete sentences using basic sentence structures and use mainly simple sentences and some compound sentences, for example, On Sunday we went to the market, or I picked up the bat and I hit the ball.
- Students write short sentences by approximating to the spelling patterns and may approximate some letters.
- Students experiment with capital letters and simple ending punctuation such as full stops.
- Students form letters correctly, beginning mainly with lower case, and use various writing implements and software.
- Students leave spaces between the words in sentences.

Writing Strategy

- Students read what they have written to see if it makes sense sounds right and, if necessary, add to or change the text.
- Students form letters more accurately with correct starting points and increasing legibility.

Conventions in Spelling

- Students show they are aware of the sound system and the relationships between letters and sounds in words when spelling.
- Students use conventional letters and frequently occurring patterns of letters such as 'ing' or 'ay' in their writing.
- Students use a knowledge of letter-sound relationships (especially consonants) to attempt to spell unknown words.
- Students spell high-frequency words that have been taught.

~~14/10/09~~ 28/10/09

The best day is growing
 up it is about
 camping and
 isle and jas
 coming with us

- Use of conventional letters and groups of letters
- Awareness of the sound system and the relationship between letters and sounds in words when spelling
- Letters are formed correctly
- Use high frequency words that are relevant to the topic
- Students use conventional letters and frequently occurring patterns of letters such as 'ing' or 'ay' in their writing.
- Students leave spaces between the words in sentences.
- Students experiment with capital letters and simple ending punctuation such as full stops.

102

The best bay

The big disco was on the little
kids went next the grade six next
Res wet ne the gad xer nt.

- Use of conventional letters and groups of letters
- Awareness of the sound system and the relationship between letters and sounds in words when spelling
- Letters are formed correctly
- Short sentences by approximating to the spelling patterns and may approximate some letters.
- Use of high-frequency words that are relevant to the topic
- Students leave spaces between the words in sentences.
- Students experiment with capital letters and simple ending punctuation such as full stops.

Bispp

Grade

1-25

Sunbury Show

I ~~went~~ to the Sun Besh
I ~~went~~ horse riding
I ^{five} got fish ^{show} BOSS ^{bags}
and I ^{fairy} got 7 e ^{floss} ne floss
and I got a Piz
prize.

- Use of conventional letters and groups of letters
- Awareness of the sound system and the relationship between letters and sounds in words when spelling
- Letters are formed correctly
- Use of high-frequency words that are relevant to the topic
- Use of short sentences by approximating to the spelling patterns and may approximate some letters
- Students leave spaces between the words in sentences.
- Students experiment with capital letters and simple ending punctuation such as full stops.
-

The best

day

ever

turned

Tont

in to

goow

and

Tont

in to

swamp fire
softly

- Use of conventional letters and groups of letters
- Simple punctuation such as full stops and capital letters
- Awareness of the sound system and the relationship between letters and sounds in words when spelling
- Letters are formed correctly
- Students leave spaces between the words in sentences.
- Students experiment with capital letters and simple ending punctuation such as full stops.

- inclusion of their own experiences when writing for personal purposes and audiences such as in lists, letters, cards, posters
- inclusion of one or more generally readable sentences
- some correct use of capital letters and full stops
- drawings that support the intended meaning of their writing
- plausible attempts at spelling unfamiliar words, matching sound–letter relationships and using some simple spelling patterns

Ideas communicated in writing

- Students continue to write about familiar events and personal experiences or feelings but use a greater range of ideas in a coordinated way, for example, they support topic with data, and reasons or opinions with simple detail or comments. They extend their use of topic-relevant and high-frequency vocabulary. They combine their personal writing with supportive drawings.
- Students texts begin to identify a main idea and subordinate or particular ideas. They may write multiple sentences on a particular topic. Their texts have a beginning, a body and an end. Their texts begin by defining or describing the topic. They begin to sequence ideas, data, reasons and opinions.
- Students begin to attempt to write directly for a particular audience. They write for different purposes: to tell a story, to entertain, to inform, to reflect, to describe or to observe.

Conventions in writing

- Students use basic sentence structures and vary sentence beginnings. They write sentences that contain at least two ideas and are sequenced appropriately, with the subject, verb and object used correctly.
- Students begin to use a range of simple ending punctuation such as full stops. They use capitals at the beginning of sentences and write "I" using a capital.
- Students begin to use simple conjunctions (and, but) to join ideas, data, reasons or opinions.

Writing Strategy

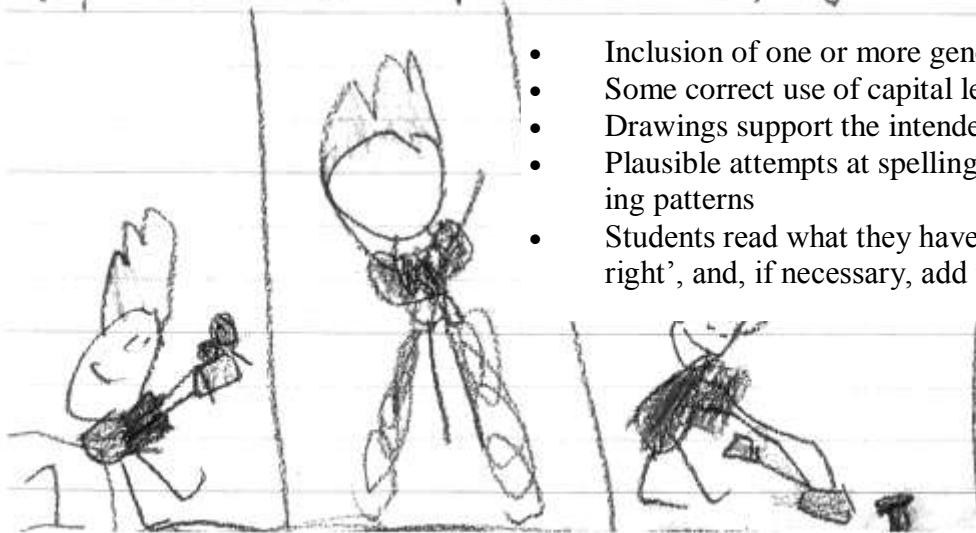
- Students read what they have written either to themselves or to others to see if it makes sense or ‘sounds right’, and, if necessary, add to or change the text.
- Students form letters more accurately and write more legibly.
- Students transfer what they know about writing from one context to another, for example, they write about a birthday party using different text types or write a brief message for different people they know well.

Conventions in Spelling

- Students recall the spelling of some frequently taught words used for writing.
- Students predict the spelling of unfamiliar words by using letter–sound relationships and/or analogy, for example, they write plausible spelling attempts for one-syllable words that have regular two-letter rimes and predictable short vowel sounds, such as, ‘*ip*’, ‘*et*’. They segment the spoken word into onset and rime, say each segment and write it. Examples of these words are *set*, *lap* and *bus*.
- Students use some simple spelling patterns to generate plausible attempts at spelling unfamiliar words, relying on letter–sound relationships and analogy.
- Students can attempt new words by using sound–letter correspondence. They make analogy by linking familiar words with unfamiliar words.

the Best Day EVER 1.25

~~if~~ if i get a ^{present} presents EVER! Da
I WOOD get a ~~get~~ JetPack
a Wisie Disie "I ~~KERN~~ ^{CANT} ~~NO~~ ^{WAI}
^{until} into I OPEN the ^{presents} presents!



- Inclusion of one or more generally readable sentences
- Some correct use of capital letters and full stops (full stop at the end)
- Drawings support the intended meaning of their writing
- Plausible attempts at spelling unfamiliar words, matching sound-letter relationships and some simple spelling patterns
- Students read what they have written either to themselves or to others to see if it makes sense or 'sounds right', and, if necessary, add to or change the text.

the best DAY
 WUSS a por TOM
 VER WAS a LITTL
 gel. She WAS ^{only} 7.
 She DONT HAVE
 a MUM or a DAD. She
 WE HAD ^{friends} YES. SHE
 WAS SAD AND
 LOLL to. A ^{fairy} ter gave
 her a WISH. (4)
 She WISHED for
 Her MUM AND
 DAD. IT CAME
 TRUE. //

Abby

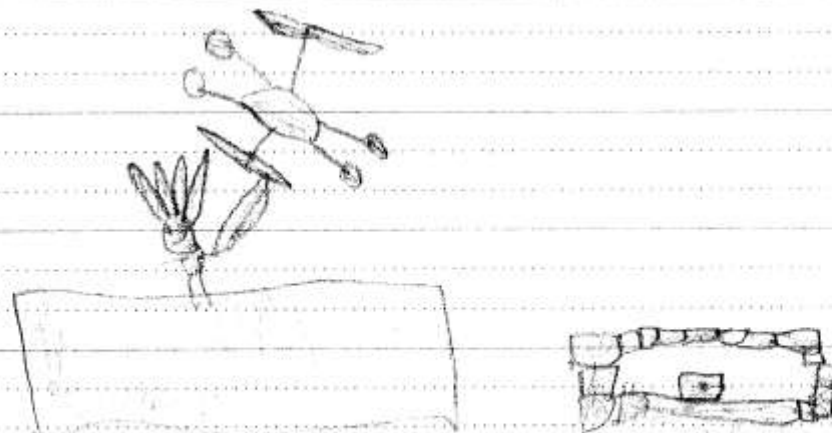
20/10

- Inclusion of one or more generally readable sentences
- Some correct use of capital letters and full stops (full stop at the end)
- Plausible attempts at spelling unfamiliar words, matching sound-letter relationships and some simple spelling patterns
- Multiple sentences on a particular topic. With a beginning, a body and an end.

my best day

and i got my ^{plane} ^{off} ^{friends} ^{built it for} ^{Recount} ~~my~~ ~~friends~~ ~~that~~ ~~they~~ ~~built~~ ~~it~~ ~~for~~ ~~me~~ ~~and~~ ~~when~~ ~~i~~ ~~got~~
home i ^{flew} ~~flew~~ my ~~plane~~ ^{plane} and i ~~flew~~ ^{flew} my ~~plane~~ ^{plane} on the roof and i ~~flew~~ ^{flew}
my ~~plane~~ ^{plane} in ~~the~~ ^{to} ~~the~~ ^{to} and my ~~puppy~~ ^{barked} ~~bark~~ at the ~~plane~~ ^{plane} and my ~~puppy~~ ^{puppy} ~~jump~~ ^{jump}
up ^{to} the ~~bit~~ ^{to} my ~~plane~~ ^{plane}

- Inclusion of one or more generally readable sentences
- Some correct use of capital letters and full stops (full stop at the end)
- Drawings support the intended meaning of their writing
- Plausible attempts at spelling unfamiliar words, matching sound-letter relationships and some simple spelling patterns
- Sentences contain at least two ideas sequenced appropriately



THE BEST DAY

I ET TO TATE HOUSE AND

WE
WEN



- Inclusion of one generally readable sentence
- Drawings support the intended meaning of their writing
- Plausible attempts at spelling unfamiliar words, matching sound-letter relationships and some simple spelling patterns
- Sentences contain at least two ideas sequenced appropriately
- Inclusion of their own experiences when writing for personal purposes and audiences such as in lists, letters, cards, posters

1-DS

From ~~my~~
My Day

I went to New Zealand

I went on a Bouncing

Chapman and the Men

trampoline Me UP. I had to turn

on a little bit and I got higher

and I did do a full flip

Back was backwards and on that day

I went to Mory got golf

and there was a rocket &

ship and it went UP. ✓

- Inclusion of one generally readable sentence
- Plausible attempts at spelling unfamiliar words, matching sound-letter relationships and some simple spelling patterns
- Sentences contain at least two ideas sequenced appropriately
- Inclusion of their own experiences when writing for personal purposes and audiences such as in lists, letters, cards, posters
- Multiple sentences on a particular topic. With a beginning, a body and an end.

Overview

- sequencing of a small number of ideas in short texts for different purposes and audiences
- rereading of their own writing, checking that it makes sense
- combination of writing with drawings or computer graphics to support meaning
- correct spelling of some high-frequency words and plausible attempts at spelling unfamiliar

Ideas communicated in writing

- Students write short texts about personal experiences and familiar ideas that describe, for example, what happened and how the writer felt or was thinking. They logically and correctly sequence the sentences in a story to support the purpose of their text.
- Students made at least four ideas in the text and sequence the ideas logically in sentences.
- Students show an awareness of audience through the specific content and language they use; they begin to take account of whether the reader is familiar with the topic of the writing. They begin to reflect on the specific audience for their writing and describe how they will adjust their text accordingly.
- Students use simple analogy or similes based on their experiences to express their meaning.
- Students use more context-specific vocabulary, such as relevant technical terms.
- Students become aware that writing is for different purposes, for example, writing to instruct or teach uses a different form from writing to tell a story, to explain or to describe what was observed. They become aware of a greater range of purposes for writing, for example, a list, a learning log or an invitation.
- Students write both simple and compound sentences and attempt to vary beginnings and lengths.

Conventions in writing

- Students sentences use nouns, verbs and pronouns correctly and show elementary subject–verb agreement, singular/plural agreement for nouns; and elementary verb tense agreement.
- Students use punctuation marks such as capital letters and full stops and may also experiment with the use of question marks and exclamation marks.
- Students use some features of explanatory language such as verbs denoting a specific action, the simple present tense, and the passive voice.
- Students use some features of the language of persuasive writing such as modal verbs (for example, should, can, must) and emotive words.

Writing Strategy

- Students combine their writing with supportive drawings or computer graphics.
- Students use explicit text organisational strategies to sequence the ideas in the writing with a clear beginning, body or middle, and end.
- Students understand that paragraphs separate key ideas. While aware of these text organisational features, they may not use them correctly.
- Students use sentence writing strategies in which they write in complete sentences, vary the length of sentence and experiment with combining or expanding sentences.
- Students use word- and vocabulary-selection strategies more effectively. They try out unfamiliar words, select words by taking account of the likely readers and try to avoid words that lack voice such as mundane or trite words and overuse of words or phrases such as and or then.
- Students modify their proofreading and editing to include rereading what they have written to check for meaning, sentence form and their use of vocabulary.

Conventions in Spelling

- Students recall the spelling of common high-frequency words, words of one syllable with regular rime units, and some two-syllable words with regular spelling (for example, *windy*, *playing*).
- Students use their knowledge of some spelling patterns to generate plausible attempts at spelling unfamiliar words by using analogy.
- Students use more complex phonological processes and more complex phonic conventions to spell words, for example, spelling words that have the sound pattern usually associated with ‘wa’ for example, *wan*, *was*, *wand*, *water*.

The Best Day

Wen we went to drallwet
 wen we made ^{bubble} BUBO ^{mixture} micshcar
 and we made zam BUBall
^{blowers} blowez at drallwet
 adn we got to play
 In The big playgrad
 and had loste fo fun.

- Experimentation with short text types such as recounts
- Sequencing of a small number of ideas in short texts for different purposes and audiences
- Correct spelling of some high-frequency words and plausible attempts at spelling unfamiliar words
- Students made at least four ideas in the text and sequence the ideas logically in sentences.
- Students use more complex phonological processes and more complex phonic conventions to spell words,

Vietnam

1 Went to ~~the~~ Queenscliff to see THOMAS

the 1st enjn. their was a Blue sold

Bol ~~by the~~ and face painting and

and rid on the trouble of trucks, and

A two o'clock
at too ~~at too~~ we had ~~at~~

kid on dollars Douglas.

- Experimentation with short text types such as recounts
- Correct spelling of some high-frequency words and plausible attempts at spelling unfamiliar words
- Rereading of their own writing, checking that it makes sense
- Students made at least four ideas in the text and sequence the ideas logically in sentences.
- Students sentences use nouns, verbs and pronouns correctly

The best day

My best day ~~every~~ was my birthday.
 it was my ~~best~~ day every because I
 was having a bom figur and we put
 a ~~trampoline~~ in ther and we had to
 move away because it ick spores and
 the fige ~~fall~~ down and we had a
 sleepover and we stay up in till
 it was 1 o'clock and the next day it
 stele ~~went~~ boring. The end.
 was

- Experimentation with short text types such as recounts
- Sequencing of a small number of ideas in short texts for different purposes and audiences
- Correct spelling of some high-frequency words and plausible attempts at spelling unfamiliar words
- Rereading of their own writing, checking that it makes sense
- Students made at least four ideas in the text and sequence the ideas logically in sentences.
-

- inclusion of information and ideas in short texts for known audiences and selected purposes
- mostly correct use of capital letters, full stops, and question marks
- correct spelling of unfamiliar words, using knowledge of sound–letter patterns

Ideas communicated in writing

- Experiences or events described in the text may contain two or more subordinate ideas. The texts at level 1.75 have more detail and the topics are more differentiated than those in level 1.5.
- The ideas in the text are sequenced logically and the students begin to use paragraphing to organise and link the main ideas.
- The text may link ideas using **conjunctions** and **adverbs** that indicate time or place (for example, using *before* or *there*).
- The texts show a greater attention to the selection of vocabulary according to the writer’s purpose and intended audience.
- The texts continue to use simple **analogy** or **similes** based on readers’ experiences to express their meaning.
- The texts continue to use more context-specific vocabulary, such as relevant technical terms.
- The writer continues to build an awareness of the different purposes for which one writes, for example, writing to report an event that was not experienced by the reader versus an event that the writer wants to repeat. There is an increasing awareness of some of the forms used for different purposes, for example, a recipe or a funny story.
- The writer continues to identify with and writes for specific audiences, for example, writing a personal letter to an older sibling versus a younger sibling.

Conventions in writing

- Students use a variety of sentence structures (simple and compound) in the text and use appropriately a variety of nouns, verbs and adjectives. The sentences are usually correct grammatically.
- Students mostly use ending punctuation correctly, such as full stops and question marks. They continue to experiment with the correct use of exclamation marks. They use capital letters correctly most of the time.
- Students achieve written sentence fluency by using sentence linking words.

Writing Strategy

- Students begin to use explicit text organisational strategies. They sequence the ideas in the writing into an introduction, a body and an end and continue to develop paragraphing skills.
- Students use drafting strategies such as elaborating on a topic and giving supporting ideas, and integrate these by using a wider range of sentence writing strategies in which they write in complete sentences, vary the length of sentence and experiment with combining or expanding sentences.
- Students use word and vocabulary selection strategies more effectively, they experiment with novel words; select words by taking account of the likely readers and select words that target most directly their intention.

Conventions in Spelling

- Students recall automatically the spelling of high-frequency words.
- Students use their knowledge of some spelling patterns (regular and irregular **rimes**) to generate plausible spellings of unfamiliar one-syllable words and some two-syllable words with regular spelling (for example, *sunny*, *playing*).
- Students use more complex **phonological** processes and **phonic** knowledge to assist the spelling of words.

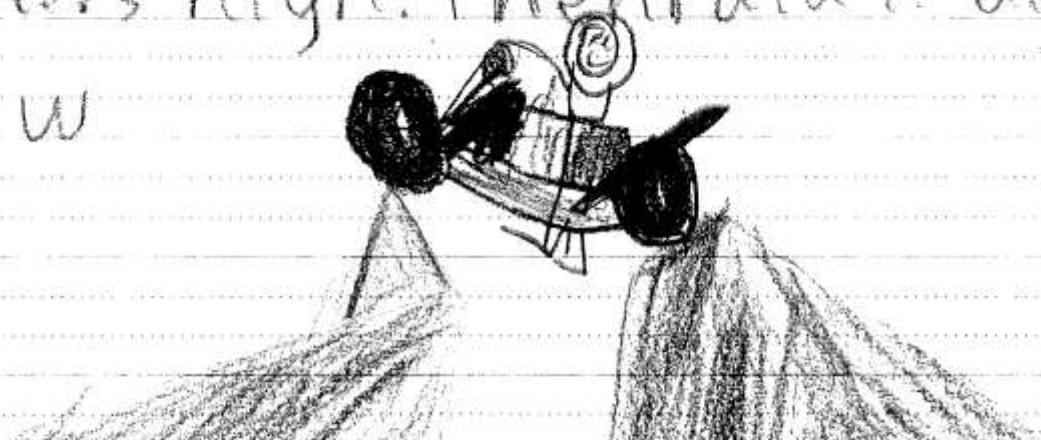
Lib
Narrative

My Best day

My best day

was when I got my ^{motor} motor bike I ^{jumped} jumped a big
jump I did a backflip. The ^{jump} jump was three
meters high. The ^{sprockets} sprockets ^{bounced} bounced me up
ten ^{centimeters} centimeters high. Then I did it ^{again} again.

By Thomas W



- Inclusion of information and ideas in short texts for know audiences and selected purposes
- Mostly correct use of capital letters, full stops and question marks
- Correct spelling of unfamiliar words, using knowledge of sound—letter patterns
- Context-specific vocabulary, such as relevant technical terms.
- Sentences are usually correct grammatically.

The best Day

One Day i was walking down the street. Then a Sick as car roted up then sudenle Tony Hork steped out. And asced me if i whant to be a pro scooter rider i said totoly. Then i Turned in the Sick as lemo

and drove of When we got there i looked at the Manchine. We had a look insid the Machine it had all kind of trofcs and skate BUMPS he Shoed me some tricks and i did some. We Practest for 2 hours. it was the best day of my life.

- Inclusion of information and ideas in short texts for know audiences and selected purposes
- Mostly correct use of capital letters, full stops and question marks
- The ideas in the text are sequenced logically
- The text may link ideas using conjunctions and adverbs that indicate time or place (for example, using before or there).
- Experiments with novel words; selects words by taking account of the likely readers and select words that target most directly their intention.

One day I went to a ^{an} lovely holiday place.
There was so much play station. I ^{brought} all of
the play station games. I played all of the
100 play station games. I loved it because
I was the best. Also I won the first
in the first ^{competition} ~~compadichon~~. I also won
the second ^{competition} ~~compadichon~~. I also won
the ^{third} ~~thered~~ ^{competition} ~~compadichon~~. I won all
of the ^{competitions} ~~compadichon's~~. I became
the queen of the play station.
That was the best day ever. THE
END.

- Inclusion of information and ideas in short texts for know audiences and selected purposes
- Mostly correct use of capital letters and full stops
- Correct spelling of unfamiliar words, using knowledge of sound—letter patterns
- They sequence the ideas in the writing into an introduction, a body and an end
- Students use more complex phonological processes and phonic knowledge to assist the spelling of words.
- Uses simple analogy or similes based on readers' experiences to express their meaning.

2.0

Overview

At Level 2, students write short sequenced texts that include some related ideas about familiar topics. They write texts that convey ideas and information to known audiences. They select content, form and vocabulary depending on the purpose for writing, and describe the purpose and audience for their own and others' writing. They use appropriate structures to achieve some organisation of the subject matter. They link ideas in a variety of ways using pronouns, conjunctions and adverbial phrases indicating time and place. They accurately spell frequently used words, and make use of known spelling patterns to make plausible attempts at spelling unfamiliar words. They use capital letters, full stops and question marks correctly. They reread their own writing and use a range of editing resources to revise and clarify meaning. They write upper- and lower-case letters legibly with consistent size, slope and spacing.

Ideas communicated in writing

- Students write texts that are clearly organised and integrated around a central theme. The subordinate ideas in the text are linked with the main idea. Across the sequence of sentences the meanings have cohesion or 'flow'.
- Vocabulary and word choice is influenced by the writer's beliefs about the likely readership.

Conventions in writing

- Students use a variety of sentence structures (for example, simple and compound) and link ideas in a variety of ways using pronouns, conjunctions and adverbial phrases indicating time and place.
- Students write upper and lower case letters legibly and show correct letter formation, with consistent size, slope and spacing.
- Students use capital letters, full stops and question marks correctly, and continue their attempts with exclamation marks.

Writing Strategy

- Students select content and form depending on their purposes for writing and describe the purpose and audience for their own and others' writing.
- Students use drafting strategies such as one's own vocabulary and graphic organisers to create a first draft.
- Students reread their own writing and use a range of editing resources to revise and clarify meaning.

Conventions in Spelling

- Students spell one-syllable words with 2–4-letter irregular rimes and use these to spell related unfamiliar one-syllable words by either recoding and blending onsets and rimes or making rime and onset analogy with known words.
- Students recognise syllables in familiar two-syllable words and use these to spell unfamiliar two-syllable words by analogy.
- Students spell words that have the same spelling pattern but are pronounced differently, for example, car, care, and warm or have and gave.
- Students develop words from base words, identify words within words and group them according to spelling patterns and sounds.

"The best Day"

On saturday I went to sam's house and we did 1000000 backflips on motorbikes. Me and sam went to green days concert. We got to stand on the stage we also got free stuff like cd's of green day and guitars and a drum set. Me and sam staed up all night long. In the moning Ned came over and we played lazer tag. But it came a draw!

Then ned went home so sam and I went to the skate park. I dan 500 backflips and sam dan 500 backflips. For diner we had fish and chips for dserf we had every sikly dserf in the world. Me and sam 100 Crusty demon movie

- Writes short sequenced texts that include some related ideas about familiar topics
- Writes texts that convey ideas
- Links ideas using pronouns
- Accurately spells frequently used words and makes use of spelling patterns to make plausible attempts at spelling unfamiliar words
- Uses capital letters and full stops correctly
- Writes upper and lower case letters legibly with consistent size, slope and spacing

One day there was a street boy. He had some dead horses. And now
his dad is in jail. So the little boy was living on the street.
But a school gave him 200009 so he got a house and
class.

- Writes short sequenced texts that include some related ideas about familiar topics
- Selects content, form and vocabulary depending on the purpose for writing
- Writes texts that convey ideas
- Links ideas using pronouns and conjunctions
- Accurately spells frequently used words and makes use of spelling patterns to make plausible attempts at spelling unfamiliar words
- Use capital letters and full stops correctly
- Writes upper and lower case letters legibly with consistent size, slope and spacing
- Students write texts that are clearly organised and integrated around a central theme. The subordinate ideas in the text are linked with the main idea

Along time ago me, Mum, Dad and Samuel went to the
pet shop to buy a new cat if it was a boy we would
name it Oscar and if it was a girl we would name
it Coco I like the name Coco. When we got to the
pet shop we got out of the car and went in to the
pet shop I looked at all of them I wanted to get a
boy and a girl but my Mam said "no it's like your getting
one ^{or} ^{or} ^{or} I said. Two take my eye they were a boy and
a girl I liked them and they were in the same cage
they didn't look happy I really really wanted them my
Mum came over to me with the pet shop man "cheese two please"

she said "or" said the man we got to know them I call
you Coco and I call you Oscar then we went home

- Writes short sequenced texts that include some related ideas about familiar topics
- Writes texts that convey ideas
- Link ideas using pronouns, conjunctions and adverbial phrases
- Accurately spells frequently used words
- Use capital letters and full stops and question marks correctly
- Writes upper and lower case letters legibly with consistent size, slope and spacing

can
used

Overview

- composition of short, sequenced factual and imaginative texts in print and electronic forms
- related ideas, linked in sequence, to convey meaning to known audiences
- simple, and some compound, sentences joined by appropriate conjunctions
- effective vocabulary to convey meaning, including nouns, verbs and adjectives

Ideas communicated in writing

- Each paragraph has two or three sentences that are sequenced in a logical order to develop its main idea, for example, the students write two or three sentences that refer to characters in a narrative and describe the events in an appropriate sequence.
- Appropriate nouns, adjectives and verbs have been selected by the writer, for example, to say how a horse moves, the writer uses gallops, trots, jumps and canters.
- The text elaborates its main idea or topic in the details it provides. Each paragraph deals with an aspect of the main idea; the writer begins to use paragraphs to separate ideas.
- Narrative texts begin to make explicit reference to the features of character, plot and setting.
- The texts combine a range of sentence forms and expanded sentences. Fluency and cohesion across sentences in each paragraph are achieved through the beginning use of connective terms.
- Students show that they are beginning to distinguish between the following text-level ideas, the purpose of each type of text and how the information will be organised; they can write narratives in order to tell a story and to entertain, expository texts to teach and learn, persuasive texts to convince, personal narrative and autobiographical texts to record journal entries and reviews and summaries to convey a message more briefly. They can write in a variety of forms with awareness for different audiences and purposes. As well, they begin to show humour, descriptive language and visual elements to enhance their texts.

Conventions in writing

- Students write simple and some compound sentences that join two events by using appropriate conjunctions, for example, before or while.
- Students arrange a set of three or four sentences in an appropriate order so that they describe familiar events.
- Students continue to use some punctuation correctly, including the use of capital letters, full stops, question marks, as well as exclamation marks.
- Students write a paragraph that describes a familiar event in three or four sentences.

Writing Strategy

- Students select content and form depending on their purposes for writing and describe the explicit purpose and audience for their own and others' writing.
- Students select the most appropriate nouns, adjectives and verbs to convey a message and can write in a way to tell someone who was not there what happened.
- Students reread their own writing and use a range of editing resources to revise and clarify meaning. They proofread paragraphs about familiar events consisting of up to four sentences for punctuation and simple one-syllable spelling patterns.

Conventions in Spelling

- Students spell correctly one-syllable words that have silent letter patterns and link these with the origin of the word, for example, knife or knee. They predict how to spell unfamiliar one-syllable words of these types.
- Students spell accurately regular high-frequency two- and three-syllable words and discuss the concept of the unstressed vowel (for example, the a in about, or the i in decimal).
- Students describe the strategies they use to spell two-syllable words (for example, either by analogy or by recoding each syllable).

the very best day 13/10

i woke up that day thinking it would be a boring day, when mum came into my room (when) she said it "today you don't have to go to school."

i was shocked, i don't have to go to **SCHOOL!!**

We were going on a trip to ovens land for a year. With my two best friends Breanna and Ashleigh. then Mum said: on the way you can have a surprise whatever you want a big water fall pool with dolphins on the bottom. Whatever you want doing. i was so surprised i could not say anything at all.

on the way she got my water fall swimming pool with dolphins

- Composition of short, sequenced, factual and imaginative texts
- Related ideas, linked in sequence, to convey meaning to known audiences
- Simple, and some compound, sentences
- Effective vocabulary to convey meaning, including nouns, verbs and adjectives
- Correct spelling of words with regular spelling patterns and plausible attempts at some words with irregular spelling patterns
- Each paragraph has two or three sentences that are sequenced in a logical order to develop its main idea, for example, the students write two or three sentences that refer to characters in a narrative and describe the events in an appropriate sequence.
- Uses some punctuation correctly, including the use of capital letters, full stops, question marks, as well as exclamation marks.

7/10

My Best Day

B.1

Cered My best day started when I was three years old on the day before Easter. When I got told it was Easter on the day after that, I told mum straight away that I was scared of Easter bunny. After that I had some Special K. Then mum told me to do chores so I could get to write a letter to him. My first chore was to feed my dogs. I actually hated doing lots of chores, especially when I was **little!!!** Then we had rice. After I had my lunch Mum typed up a letter up on the computer and it said "Hello Easter Bunny please do not scare Mad". Then we had dinner. Then we went to bed.

- Composition of short, sequenced, factual and imaginative texts
- Related ideas, linked in sequence, to convey meaning to known audiences
- Simple, and some compound, sentences joined by appropriate conjunctions
- Effective vocabulary to convey meaning, including nouns, verbs and adjectives
- Correct spelling of words with regular spelling patterns and plausible attempts at some words with irregular spelling patterns
- Combines a range of sentence forms and expanded sentences.


(2.25?)

THE BEST DAY

On saturday Same, Molly, Cow boy Milko, Mr. G and, Fred, Fredo, Frog, P.Y Home and Hope went for a walk. And cow boy found a little can with a button. P.Y picked it up! And he pressed it and they all got suck in it a small house's Home sadi to Fred (I don't like it here) And we saw Two people called Nathan and Codi! Codi sadi (Hi) too Fred! Fred sadi (Hi) to codi. And Molly jumped And bit codi on the nose! Nathan sadi (IS The dogs eat?). A man came to the boys and shot a his gun a Fredo Frog. And his leg came ~~off~~ ^{off}. Fredo Frog sadi (My eye are coming out) But the man got seeing prob s and he shot a ~~per~~ some bread. And the bread bread turned into toast. Cow boy need on it! And the toast mad at his, Cow boy! It said I will ~~kill y~~ but belouve bre cool said aotter, ^{word} dara and boots just came co out of the middle of nowhere (dara the explarer) But soon cam Emme with a rain gun.

and starts shouting so came a rat with
a gun and shot him (It was just a rock)
And emmo kiwi from You tube and cuts
up the bread and puts butter on it. And eats
it. he said Gross peed flower. And he was
was elgled to peed so he dies. ~~Para~~
~~ties boots up and drops him. boots said~~
~~as he was w feeling down a cip I that frien~~
~~nnrddddd~~

To Be Cont'd (right now!)

Nathan said the milko (Hi). And emmo turned Evil.  But soon it was time



But soon it was time
for his show. Soon he
turned good.



THE BEST DAY

And Mr. G saw candy mountain Fredo frog
saw his brothers in candy mountain and he started
crying! boots got a saiz attack.

CH2 (chs will be smaller)

Nathan sadi to home (m! dar you, to run away)
and she did. Now the puppys had some milk.

And everyone sat down and had lunch! but wait
sadi sadi PY ~~to~~ where is home? Nathan
sadi she ran away! PY sadi (Molly up!)
but home ran back PY sadi (lets go!) so they
did.

CH3

Milko saw a button and he slip his foot and
they went back home But fredo frog never made
it home! It...

To BE CONTINUED (NOW)

- Composition of short, sequenced, factual and imaginative texts
- Related ideas, linked in sequence, to convey meaning to known audiences
- Simple, and some compound, sentences joined by appropriate conjunctions
- Correct spelling of words with regular spelling patterns and plausible attempts at some words with irregular spelling patterns
- Uses some punctuation correctly, including the use of capital letters, full stops, question marks, as well as exclamation marks.

2.5

Overview

36

- composition of short texts of more than one paragraph to describe experiences, tell a story, express a point of view
- appropriate ordering of events and ideas in print and electronic texts
- compound sentences linking two ideas or events, with correct use of verb tenses
- development of character, setting and plot in short narrative texts
- correct use of full stops and question marks, and experimentation with other punctuation; for example, commas, quotation marks

Ideas communicated in writing

- Students write a range of text types, including narratives, imaginative and informative texts, in both print and electronic forms, for various purposes. They begin to take account of the audience for the text and purposes for which they are writing, through the content they include and their choice of language. Examples of the types of text include the following.
- A text may consist of paragraphs that describe a recent experience such as a story, imaginative text, a short letter, or a diary entry with the events in an appropriate sequence and that makes explicit reference to characters and to the setting and includes the student's purpose for writing it.
- A text may consist of up to three paragraphs and expresses a point of view about a familiar topic, intended to persuade or convey an opinion. It begins by stating the position of the writer, includes supporting reasons or opinions and ends with a summary or review.
- A text may consist of up to three paragraphs and describes a familiar event or a sequence of actions. It begins with one main idea followed by two or three related ideas that extend or illustrate the main idea, for example, the description of a person, a house or a game. Ideas are linked in time relationships using terms such as first, then or next.
- A text may consist of up to five paragraphs and explains a selected phenomenon, occurrence, or process. It has a main idea followed by related objective ideas, data and/or reasons that support it. The ideas answer how and/or why questions, and are linked using terms for cause and effect such as if, then or because.

Conventions in writing

- Students use a variety of sentence lengths, beginnings and types. These include compound sentences that join two events. They use verb tenses correctly and use [adjectives](#), verbs, pronouns and nouns appropriately in their writing.
- Students write explanations by using the appropriate tense of specific verbs to denote actions in grammatical form. They provide evidence to support the explanation and use causal conjunctions such as because to link ideas.
- Students organise the details and subordinate ideas into paragraphs.
- Students use learned rules of capitalisation and punctuation correctly, including full stops, question marks and exclamation marks, and experiment with the use of quotation marks and commas.

Conventions in Spelling

- Students show an awareness of simple morphographic patterns when spelling words, for example, 's' added to a noun can indicate a plural, 'ed' added to a verb can indicate an action that has finished, regardless of how the word is said.
- Students spell accurately two-syllable words of high or moderate frequency. Strategies for predicting the spelling of unfamiliar words include segmenting the spoken word into syllables, noting the syllable(s) with the unstressed vowel(s), writing each syllable and then blending the syllables.

My Best Day Ever

My best day ever was when I went to Queensland and went to Deamwold, and we went on a lot of rides like the dogms. Dad said he would go on the dogms with my brother but he didn't because my brother got scead and didn't do it. Then we ~~me~~ went to the

(Wickuloden) section and we
(woched) a show were they
~~chos~~ (choes) two family, and
one of the * kids was the
capt'n of the team and the
(adots) (farther) had to dress up
as babys and sit on balloons
untill ~~te~~ they popped. It was
really funny. On the (secod)
day me and my ~~bro~~ brother
went to Under ~~waer~~ waer wold

with my nana. We saw a man feeding stingrays and there were big and small stingrays, he had a lot of stingrays. Then we saw some miny shaks but we didn't get to see them in action. Then we

- No paragraphing used but ideas in sequence
- Appropriate ordering of events and ideas in print and electronic texts
- Compound sentences linking two ideas or events, with correct use of verb tenses (mainly 'and' as a conjunction)
- Development of character, and setting in a short narrative text
- Correct use of full stops and experimentation with other forms of punctuation (contractions, commas)
- Shows an awareness of simple morphographic patterns when spelling words, for example, 's' added to a noun can indicate a plural, 'ed' added to a verb can indicate an action that has finished, regardless of how the word is said.

~~2009~~ My ~~birthday~~ ^(2.5) ¹² Well I was sitting on my favourite chair ~~when~~ ~~I~~ ~~was~~ playing with my lego. Mum yelled "Jordan come into the kitchen." The whole family said Happy Birthday Jordan.

The family and friends gave me my ^{presents} ~~presents~~. I got tons of lego and 5 playstation games. The playstation games were WWE 2009, WWE 2008, WWE 2007, WWE 2006 and WWE 2005. ~~2005~~

"Jordan lets go said Mum" Where. To Laser tag. YES I yelled. "It was the family vs the friends and I. We had ~~at~~ a lot of fun.

After laser tag we went out for dinner at the pub. ~~After~~ After tea we played ~~in~~ some pool. I won 20 times and lost 5 times it was the

best day ever. ~~8:00~~ When we got home it was 8:00 then Mum ~~said~~ said Jordan you have have 5 more presents the ~~first~~ one was a ds and the rest were ds games.

I got to stay up for another 2 hours sitting on my favourite chair playing my WWE 2009 game on the playstation. Mum said time for bed. Its only 8:30 I still have 1 hour

and 30 minutes. Ok, said Mum. ~~Ok~~ Mum Thanks Mum for a good birthday

- Composition of short texts of more than one paragraph to describe experiences, tell a story, express a point of view
- Appropriate ordering of events and ideas in print and electronic texts
- Development of character, and setting in a short narrative text
- Correct use of full stops and experimentation with other forms of punctuation (quotation marks)
- Shows an awareness of simple morphographic patterns when spelling words, for example, 's' added to a noun can indicate a plural, 'ed' added to a verb can indicate an action that has finished, regardless of how the word is said.
- Students organise the details and subordinate ideas into paragraphs.

2.75

Overview

- composition of texts for different purposes; for example, to narrate, inform, describe, present a point of view or explain
- composition of texts of three or four logically ordered paragraphs
- composition of texts that take account of the needs and interests of familiar and some unfamiliar audiences
- combinations of written and visual elements in print and electronic texts
- correct spelling of two-syllable words with regular spelling patterns, and plausible attempts at spelling two-syllable words with irregular spelling patterns

Ideas communicated in writing

- A narrative text may be an imaginary letter or diary entries based on a story they have heard or a video they have seen. The events are sequenced appropriately and the text refers explicitly to characters and to the setting. The evolving plot, the characters and the setting are clearly discernible.
- A text may begin to use imagery to communicate an idea, for example, how choosing to wear particular socks can affect how others respond to you. The students write poems, songs or jokes about a specific event.
- The typical characteristics of the texts are those specified for level 2.5 but are more established and stable in the students' writing at level 2.75.
- The main idea and supporting ideas are clearly presented and organised in a logical way in the text.
- They convey different types of meanings for different purposes, for example, linking ideas sequentially to describe an order of actions or events or linking them in cause and effect to explain something.
- Ideas are organised into sections such as paragraphs, verses or bullet points, where each section deals with a set of related ideas.
- A text may use analogy, similes or metaphors to help present its message.
- Awareness of audience needs is recognised, for example, whether readers are likely to have experienced the event or know as much about the topic as the writer. Students do this through the content they include and choices of language they make.
- Texts can be modified to take account of different audiences and purposes.
- Texts are cohesive, for example, a number of features such as and, however, because, and pronouns are used to make it coherent.
- Texts use transition words and paragraphs to construct logical order.

Conventions in writing

- Students broaden their use of a range of sentence lengths, beginnings, and types. They show they can use the following grammatical conventions, noun–verb agreement such as subject–verb agreement, for example, the class of students is here, noun–pronoun agreement across clauses in a complex sentence and across sentences in a paragraph, pronoun–verb agreement and can adjust for past tense.
- Students use enhanced paragraph conventions in the context of narratives, for example, using main ideas to organise a text into paragraphs and opening a paragraph with its main idea.
- Students practise using punctuation marks such as quotation marks in dialogue and the use of commas in a series and in compound sentences.

Writing Strategy

- Students extend their use of paraphrasing what they write, use their knowledge of vocabulary to substitute for over-used words in their writing, and refine a sentence to express the intended meaning most clearly. learned rules of punctuation and capitalisation within a paragraph in a narrative

Conventions in Spelling

- Students spell accurately three-syllable words of high or moderate frequency and two-syllable words that have irregular spelling, discuss the strategies they use (for example, how they deal with the unstressed vowel) and predict how to spell unfamiliar two-syllable words of these types.
- Students spell correctly frequently occurring one-syllable homonyms and homophones and describe the strategies they use for assisting with each.

The best Day ^{50 mins}

It was another boring morning in the Jones house.

Crystal and Meagan were just waking up, their mum and dad were making breakfast. "Goodmorning girls" said John, their dad "Morning" yawned Meagan and Crystal together. Their mum Joann was making breakfast. "What's for breaky?" asked Crystal "Pancakes!" replied Joann "Yay!" cheered Meagan and Crystal looking more awake.

After breakfast Crystal and Meagan went out for a

walk. "I wish we weren't so poor" said Meagan "Me to Meags."

"They had been walking for a while when Crystal spotted something "Hey! What's that?" "What's what?" asked Meagan "This" said Crystal picking up a card. This is what it read:

Present this coupon at
Money For free and
get \$30,000 for free.

The writing was a little faded but she could just

make out what it said. "Run!" shouted Crystal "Follow me so they ran all the way back home and gave the card to their parents. "Hey mum, hey dad! look what we found on the footpath!" cried Meagan running into the house. Crystal handed her dad the card. He started reading it then cried out "Hooray!"

- Composition of texts for different purposes, for example, to narrate, inform, describe, present a point of view or explain
- Composition of texts of three or four logically ordered paragraphs
- Composition of texts that take account of the needs and interests of familiar and some unfamiliar audiences
- Correct spelling of two-syllable words with regular spelling patterns, and plausible attempts at spelling two-syllable words with regular and irregular spelling patterns
- Use of a range of sentence lengths, beginnings, and types
- Uses the following grammatical conventions, noun-verb agreement such as subject-verb agreement, for example, the class of students is here, noun-pronoun agreement across clauses in a complex sentence and across sentences in a paragraph, pronoun-verb agreement and can adjust for past tense.

The very best day

One night I had a
 Very Answer Dream.
 About well this is
 where it starts... well
 i thout i was in a world
 of my own i dreamed
 that i was the first
 one to discover dinosaurs
 it was like there
 were massive lizards
 every where. There
 were heaps of food
 every where. After that
 i climbed up a tree and
 then i saw a massive long
 neck dinosaur it was
 close as can be i could
 almost touch it on the

- Composition of texts for different purposes, for example, to narrate, inform, describe, present a point of view or explain
- Composition of texts that take account of the needs and interests of familiar and some unfamiliar audiences
- Correct spelling of two-syllable words with regular spelling patterns, and plausible attempts at spelling two-syllable words with regular and irregular spelling patterns
- Can adjust text for past tense.
- The main idea and supporting ideas are clearly presented and organised in a logical way in the text.

My best day ever was the day when my mum said we were going to pick up our new puppy I was very excited, I'd seen pictures of her, she had white fur ~~than~~ that seemed to glow in the dark. Anyway back to the story. I ran to the car we drove to the air-port. We went to the desc. The desc was a big semi circle. Mum talked to the lady at the desc for a bit then the lady gave

~~the~~ mum a cage, I looked inside the cage it was the puppy! when we ~~were~~ in the car me and my ^{mum} held it still ~~so~~ the puppy ~~so~~ wouldn't get scared. When we got home I raced out with the puppy. A ~~to~~ few days later Lachie (my brother) suggested we could call her Rosie we agreed I loved Rosie she was so cute.

- Composition of texts for different purposes, for example, to narrate, inform, describe, present a point of view or explain
- Composition of texts that take account of the needs and interests of familiar and some unfamiliar audiences
- Correct spelling of two-syllable words with regular spelling patterns, and plausible attempts at spelling two-syllable words with regular and irregular spelling patterns
- Begins to use imagery to communicate an idea
- The events are sequenced appropriately
- The text refers explicitly to characters and to the setting

3.0

Overview

49

At Level 3, students write texts containing several logically ordered paragraphs that express opinions and include ideas and information about familiar topics. They write narratives which include characters, setting and plot. They order information and sequence events using some detail or illustrative evidence, and they express a point of view providing some information and supporting detail. They combine verbal and visual elements in the texts they produce. They meet the needs of audiences by including appropriate background information.

They write a variety of simple and compound sentences and use verb tenses correctly. They use punctuation to support meaning, including exclamation marks and quotation marks, and accurately use full stops, commas and question marks. They use vocabulary appropriate to context and spell most one- and two-syllable words with regular spelling patterns, and frequently used words which have less regular spelling patterns. They use sound and visual patterns when attempting to spell unfamiliar words

Ideas communicated in writing

- Students' texts include narratives set in less familiar contexts, for example, the texts begin to show some awareness of being set in other cultures or in other historical periods, which include characters, setting and plot.
- Students' texts show some awareness of the means for meeting the needs of audiences by including appropriate background information.
- Students' texts focus on the specified topic and provide detail and examples.
- Students' texts organise the ideas in a logical sequence in terms of time, topic and details, the issue or problem and its resolution.
- Students' texts begin to use vocabulary appropriate to the context and purpose and select words strategically to convey the precise intention.
- Students' texts begin to use figurative language.
- Students' texts begin to use an explicit introduction.
- Students write in a variety of styles or text types for different audiences and purposes.
- Students write about less familiar topics for a variety of audiences and purposes; they can tell or recount a topic in a specific context, describe a series of events or phenomena using a descriptive style, explain or direct using an expository style and persuade, and argue a point of view or request using a persuasive style.

Conventions in writing

- Students write in paragraphs; they integrate a range of simple and compound sentences and coordinate the use of verb tenses and pronouns correctly across the sentences.
- Students use punctuation more confidently to support meaning, including capital letters, full stops, question marks, exclamation marks, commas and quotation marks.

Writing Strategy

- Students sequence and organise the main ideas and the supporting ideas for their writing and sequence the ideas in a paragraph.
- Students prepare a first draft by mapping the ideas developed during planning into sentences and paragraphs, combine and sequence written and visual information, and use a range of sentence lengths and types.
- Students revise their draft by adding or changing appropriate language and/or graphics to enhance text and style.
- Students use rhythm, flow of language and imagery where appropriate, for example, in verse.
- Students edit the text by correcting errors in spelling, punctuation, and capitalisation.

Conventions in Spelling

- Students spell accurately three-syllable words of high or moderate frequency that have irregular spelling patterns and discuss how they might predict the spelling of irregular words.
- Students identify frequently occurring bound morphographs (for example, 's' when added to a noun or a verb) and use these simple morphographic patterns to assist in working out the meanings of unfamiliar words.
- Students spell accurately familiar three-syllabic words by integrating morphographic and graphophonic strategies for known patterns.
- Students spell words that are topic or context specific; they show they are aware that the meaning and spelling of a word may vary depending on the topic for which it is used.
- Students proofread the words they write, identify incorrectly spelt words in their writing and correct them.

My Best Day.

My best day I have ever had would be my 11th birthday party. Tim, Oliver, ~~and~~ Lockey, Leam, ~~and~~ James ^{and I} went to Sabreners for ~~the~~ pizza. Tim, Oliver, Lockey, Leam and I ordered 4 different pizzas. James however ~~a~~ was being greedy and ~~wanted~~ ^{what} wanted 2 pizzas to him self, he got them but started chocking on the melted cheese. ~~and~~ ^{and} Kinder served him right. ~~and~~ ^{Tim, Oliver, Lockey, Leam, James and I} went to my place, unwrapped some presents. (Got ~~some~~ ^{some} and a book). Then we had desert hot fudge sundary. After that we had birthday cake (Chocolate) chocolate icecream molded into a circle than melted chocolate ^{sauce} ~~sauce~~ ^{on} ~~over~~ the top. James than left

he felt sick (I'm not ~~surprised~~ ^{surprised} ~~by~~ ^{by} ~~him~~ ^{him} ~~because~~ ^{because} ~~he~~ ^{he} ~~couldn't~~ ^{couldn't} ~~stay~~ ^{stay} the night.) ~~we~~ ^{we} ~~sat down~~ ^{sat down} and watched some movies like Scary Movie 4, War of the Worlds and Lord of the Rings.

when ~~we~~ ^{when} ~~thought~~ ^{thought} ~~to go to bed~~ ^{to go to bed} ~~she~~ ^{she} ~~didn't~~ ^{didn't} realise we were under the blankets with the portable dvd player but we then went to ~~the~~ ^{the} ~~kitchen~~ ^{kitchen} after 2 movies. In the kitchen we had a dare contest, stuff like sneaking into ~~the~~ ^{the} ~~mum's~~ ^{mum's} room without her knowing or yell in my brother's ear and stuff like that. ~~and~~ ^{and} ~~we~~ ^{we} ~~then~~ ^{then} ate some chocolate ~~leftover~~ ^{leftover} from the chocolate ~~sauce~~ ^{sauce} and fell asleep.

- Writes narratives which include characters, setting and plot
- Orders information and sequence events using some detail or illustrative evidence
- Simple and compound sentences
- Verb tense used correctly
- Accurately use full stops, commas and question marks
- Uses vocabulary appropriate to context
- Spells most one and two syllable words with regular spelling patterns and frequently used words which have less regular spelling patterns
- Students edit the text by correcting errors in spelling, punctuation, and capitalisation.
- Revises draft by adding or changing appropriate language to enhance text and style
- Use sound and visual patterns to spell unfamiliar words.

My Very Specially day 20/10/09

Last week Mindy, Selena, Mum and I went to Luna Park. We all had a goal that we would do on every ride in the whole park. I almost forgot, sorry, my name is Elly Stine. Mindy and Selena are my two best friends and Mum, well she's my Mum. [it was Melbourne cup day and we had the day off so Mum took us to Luna Park. We went through the big mouth and lined up for our special wrist bands (They let us go on as many rides as we want till the park closes). After we got the wrist bands we went to the biggest ride 'The Sinic Railway', We all went on it. After that we went on the bumper cars and the Merry Go Round

30

and the ~~trampolens~~ ^{trampolens} and the ext, ext, ext. After 4 and a half hours they had done every ride except for the sisers. [We lined up ~~before~~ in the line for half an hour then they got our front and they weren't tall enough!!! So they went back to the car ^{and} got some high heels and put on some make-up then went back in line and they made it. Afterwards they went home. Thank-you for reading my story, Ally.]

- Write narratives which include characters, setting and plot
- Order information and sequence events using some detail
- Meet the needs of audiences by including appropriate background information
- Simple and compound sentences
- Verb tense used correctly
- Accurately use full stops, commas and question marks
- Use vocabulary appropriate to context
- Spell most one and two syllable words with regular spelling patterns and frequently used words which have less regular spelling patterns
- Use sound and visual patterns to spell unfamiliar words.
- Has problem and solution

Overview

- inclusion of familiar ideas and information for different purposes and audiences in print and electronic texts
- use of strategies for planning, drafting, proofreading, editing and revising
- appropriate vocabulary, punctuation and tense according to context, purpose and audience
- typical features and structures of different texts such as narratives and reports
- correct spelling of frequently occurring two- and three-syllable words and use of strategies to spell unknown words

Ideas communicated in writing

- Students' texts show greater use of the means for taking account of the needs of audiences by including appropriate background information.
- Students' texts focus on the specified topic and provide substantial detail and examples.
- Students' texts use vocabulary appropriate to the context and purpose, for example, writing about an adventure or a fantasy set in space and selecting words strategically to convey the precise intention.
- Students' texts use figurative language and begin to use similes to express ideas in their writing.

Conventions in writing

- Students use a range of punctuation, including commas and quotation marks.
- Students use a range of grammatical structures in conventional ways, including verb tense agreement.
- Students use structures and features of language that show clearly the purposes of their texts.
- Students identify the characteristics in a well-formed paragraph.

Writing Strategy

- Students sequence and organise the main ideas and the supporting ideas for two simultaneous sets of events, for example, by allocating one paragraph to each of the simultaneous sequences.
- Students prepare a first draft by mapping the ideas developed during planning into sentences and paragraphs, combine and sequence written and visual information, and use a range of sentence lengths and types.
- Students revise their draft by adding or changing appropriate language and/or graphics to enhance text and style.

Conventions in Spelling

- Students identify the meanings of some word stems, for example, they use '*port*', meaning to move or carry something, to spell words such as *export*, *deport*, *portable*, *porter* and car *port*.
- Students spell less familiar two- and three-syllable regular words by using morphographic features, graphics and analogy with known words for isolated words, and for words in prose, the use, as well, information sources such as the semantic and grammatical contexts of the word.

20 The Best day 27/10/09

It was Christmas day, Sadara Brown (known as Izzy) had wished for this day to hurry up and come. She lived for her weekly riding lessons. And now they decided to have a camp. Izzy was the first one to sign up, she pleaded her mum to go and she said yes.

Izzy's favourite riding school horse was Boo a chestnut gelding with three white socks and a blaze. Izzy kept asking her mum could she get a horse and all that her mum said was you'll see. This just made Izzy frustrated.

Izzy pulled on her navy blue jacket with a light blue strip on the sides, and pulled on her favourite horse t-shirt with golden horses on the front, and grabbed her matching navy blue jacket, helmet, crop, and grooming kit and raced down stairs.

"Hi mum can I open my presents now?"
 "Wait for Stella" Stella was her little sister.
 Issy got a blue head collar, a saddle looked saddle and bridle that was strange. What would she do with those if she didn't have a horse?

"Issy come out side for a minute!" . . . OH MY GOD is that a horse whose is it? what's its name? But Izzy's mum stepped her in her tracks. "This year's sweet heart his name is baby!" Yes a ex race horse! And that's what the head collar saddle and bridle was for you can take him to camp! "Thank's mum!" And that's my Best Day.

- Appropriate vocabulary, punctuation and tense according to context, purpose and audience
- Typical features of narrative
- Correct spelling of frequently two syllable words and use of strategies to spell unfamiliar words
- Students' texts show greater use of the means for taking account of the needs of audiences by including appropriate background information.
- Students' texts focus on the specified topic and provide substantial detail and examples.
- Uses a range of punctuation, including commas and quotation marks.
- Uses structures and features of language that show clearly the purposes of their texts.
- Use of vocabulary appropriate to the context and purpose

One day I was walking home from school went I caught up with Bree who was walking my way. "Hey Maya" Bree said. "How are you going?" "Good thanks" I say. Bree and I kept on talking like this for ages until I said. "Do you know what? The best day of my life, was not all that long ago ~~and~~ It all started when I was bouncing on my trampoline. I bounced really hard and zoomed up into space. I went flying, until I landed on a planet. it was CHOCOLATE PLANET! They had chocolate every thing. Chocolate trees, Chocolate houses, Chocolate schools, EVERYTHING! Then I look, I see, Breanna and she's slicing a flower. I went over and I said, "Hey Bree". Bree jumped up startled. "Oh, hey." She said "Come eat flowers with me". Bree has long red hair, blue eyes and one piggy tail. She also is wearing a

purple and white long sleeve and jean blue shorts. Bree really loves HORSES! "Bree! LOOK! The water is milk. Let's go and drink it." "OK" said Bree. But just then the milk turn into a person. It said, "Oh please, oh please don't drink me. I'll do anything." Bree and I thought about when the milk said "I'll do ANYTHING!" "Ooo Ooo" said Bree. "Can I have a horse with golden hooves, a golden saddle and it can fly." "Very well" said the milk. And just then a horse that Bree wish for, appeared. Bree fell back and nearly fainted but her new horse caught her. "WOW!" she said, amazed. While she was getting used to her horse, I wished what I wanted. "Can I have a cat (because I really love cats) with a gold fur coat,

and can let me ride on it." "OK" said the milk. And just then, a cat as I wish for, appeared. Then I nearly fainted. "Wow!" I said. "Isn't it amazing" said Bree. "Yes, but I've got to home now" I said. "Same here" said Bree. Then Bree and I rode are animals back home.

- Inclusion of familiar ideas and information for purpose and audience
- Use of strategies for planning, drafting, proofreading, editing and revising
- Appropriate vocabulary and punctuation according to context, purpose and audience
- Typical features of narrative
- Correct spelling of frequently two and three syllable words and use of strategies to spell unfamiliar words

The best day

● RING!!! RING!!! "That's the alarm clock" I thought to myself. "I better get up." My name is John and I am 12 years old. I don't have any brothers or sisters and I'm not that tall. I don't like x-boxes and stuff, but I do like climbing trees and swimming. Anyway, I've gotta go to school. I'll talk to you later.

● Sorry you had to wait 'till lunch to talk to you. We had a maths exam during class. "Hey John! Come play basket ball with me." Shouted Mary "O.K." I shouted back. Me and Mary have been best friends ever since prep. "Nice shot" exclaimed Mary. "Thanks" I said "Hey, after school do you want to have a sleepover at my place?" Mary asked. "Yea O.K." I answered.

Now I'm at Mary's house. She's got an awesome treehouse that we're climbing. "Did you change the treehouse around?" I asked Mary enthusiastically. "Yea, a bit" Mary replied "Kids? Dinners ready" Mary's mum called softly. "Coming!" Mary and I called back in unison.

Mary and I have just gone to bed. Mary is saying something to me but I'm not even listening. All I can think about is how great this day has been.

- Inclusion of familiar ideas and information for purpose and audience
- Appropriate vocabulary, tense and punctuation according to context, purpose and audience
- Typical features of narrative
- Correct spelling of frequently two and three syllable words and use of strategies to spell unfamiliar words
- Use of vocabulary appropriate to the context and purpose

Overview

- production of texts for a range of different audiences and purposes in print and electronic forms
- deletion of unnecessary information or addition of new information when editing and revising writing
- inclusion of appropriate visual images and information in print and electronic texts

Ideas communicated in writing

- Students write on prescribed topics, expanding or narrowing their topics as appropriate.
- Texts are written for different purposes in particular content areas, for example, narratives to retell, to contextualise a set of ideas, or to entertain; expository texts to inform others, to explain ideas or state procedures; and persuasive texts to convince, present a point of view or to request.
- Texts elaborate the main ideas for the topic, for example, by describing or by providing reasons and selecting relevant information from multiple sources to do this.
- Texts show a clear awareness of the students' purpose for writing and use language structures and features appropriate to that purpose, the audience and the type of text.
- Texts are written in a logical sequence, for example, they: (1) arrange the main ideas in paragraphs in a logical order, such as sequence ideas in a relevant time order, use pronouns and links between sentences (such as conjunctions) appropriately; and (2) specify a problem and then its solution, compare and contrast, analyse, interpret and conclude.
- Texts select and use language relevant to the specific topic and content area, for example, when writing about ideas in history, science or technology, for example, specific vocabulary to convey precisely the intended meaning for the audience and purpose is used.
- Texts experiment with using figurative language, imagery and metaphor and language patterns such as alliteration and rhyming patterns, and depend on the text form and show some rhythm and flow of language.
- Texts show fluency in the sentences that are written; the sentence length and structure are varied according to the sentence ideas they intend to convey.
- Texts identify and are written for a specific audience, for example, a student's friends, their teacher, themselves and they select the form, details, organisation, and vocabulary to suit the readership.

Conventions in writing

- Students use language structures and features appropriate to their purpose, audience and the context of the writing. They show subject–verb agreement and verb tense agreement in the sentences they write.
- Students use appropriate vocabulary, punctuation, grammar and visual images

Writing Strategy

In addition to the strategies described in level 3, students use the following methods:

- Students organise the ideas into main and subordinate ideas, and sequence and organise the ideas, for example, for two simultaneous sets of events in a narrative and two points of view in a persuasive text. They link the ideas with the topic and their intended message and narrow or expand the set of ideas according to the topic. They allocate the main and supporting ideas to paragraphs.
- Students select and use more appropriate vocabulary, language structures and features for their purpose, audience and type of text.
- Students use revising strategies; they reread the text to check its sense and may discuss it with others. They can recognise when their writing shows redundancy and can correct this.
- Students use editing strategies; they use a range of sources to edit a text, such as their proofreading checklist, a dictionary, and computer-based materials to monitor their use of spelling, punctuation, grammar, and capitalisation.

Conventions in Spelling

- Students identify the meanings of some word stems, for example, they use 'port', meaning to move or carry something, to spell words such as *export*, *deport*, *portable*, *porter* and *car port*.
- Students spell less familiar two- and three-syllable irregular and exceptional words presented individually by using morphographic features and graphic knowledge and by making analogy with known words (for example, from 'light' to spell 'fright'). For words in prose, they use, as well, information sources such as the semantic and grammatical contexts of the word.

The best day (writing)

3.0

My dad came into my room at 7.00am to get me ready for the long drive to Uluru. It was cold and windy but exciting at the same time, because it was my first time going there. On our way there we stopped at some places, my favourite place was Cooper peditas. Cooper peditas was my favourite place because you could go under ground and find opals. When we got to Uluru everyone was tired and needing sleep.

In the morning we went to get some back packs that you fill up with water, so when we climbed the rock we had lots of water. When we started to climb I tried to reach out ~~to~~ get the rope ~~that was held onto~~ and fell but I didn't hurt my self to bad. After that Dad, Pa and I walked around the rock to look at all the Aboriginal writing and the waterfalls. Three hours later Mum, Bryce and the rest of the family came down the rock looking really tired and hot. When we got back to the camp site it was dark and late so everyone went to bed.

The next morning Mum and Dad took me back to the rock so I ~~could~~ ^{got a chance to} climb it. But the rock was

closed, and I was sad. After all that we went back to the camp site and got ready to pack-up and go. That was the end of my 3 best days. The trip home was not so good for me but I got through it.

By Paige

- Use of strategies for planning
- Deletion of unnecessary information or addition of new information when editing and revising
- Inclusion of appropriate visual images and information
- written in a logical sequence, for example, they: arrange the main ideas in paragraphs in a logical order, such as sequence ideas in a relevant time order, use pronouns and links between sentences (such as conjunctions) appropriately
- Texts show fluency in the sentences that are written; the sentence length and structure are varied according to the sentence ideas they intend to convey.
- Shows subject-verb agreement and verb tense agreement in the sentences they write.

3-25
- 3-50

The Best Day

I think that the best day of my life was the day that I went to Laser Tag at Fun City. It was my 11th birthday and I had invited about 6 people including myself my parents and my siblings.

We had to watch a Tutorial video and put on heavy packs. When the round started we were put in a dark maze and given about 30 seconds to get ready. Nik, Braden and I formed a team so we travelled as a group.

We spent most of the round searching for bases and sizing up the other players, it turned out that my brother, Liam, was one of the best people in there. It seemed that every time we were about to tag someone Liam hit us in the back. We solved that problem by getting a group of people and ganging up on him. The rest of the night passed in a blur and I can't remember much but that was my best day ever.

- Inclusion of appropriate visual images and information in print and electronic texts
- Texts are written in a logical sequence
- Texts select and use language relevant to the specific topic
- Texts show fluency in the sentences that are written; the sentence length and structure are varied according to the sentence ideas they intend to convey.
- Students use appropriate vocabulary, punctuation, grammar and visual images
- Allocates the main and supporting ideas to paragraphs.

26/10/09

The best day



"Yes, today's the day, the day of my tenth birthday, hooray!" I yelled.

I ran down the stairs as fast as I possibly could, around the corner to see a huge mountain of presents.

"Awesome I hope I get the motorbike I asked for!" I said to myself.

I sprinted into Mum and Dad's room and did a cannonball onto them.

"What are you doing Joe, bursting in so early in the morning?" asked Mum.

"It's eleven thirty and it's my birthday, you said I could open my presents at eleven thirty so get up!" I ordered. Mum and Dad waddled out of their bedroom and into the lounge still half asleep.

opened loads of stuff from books to dogs and playstation games. I named my dog chewy because he liked to chew on ^{lots of} things.

"The last present and the biggest" I told Mum who was asleep and Dad who was watching a movie.

When I opened it it was a motorbike just like I asked for. It had silver rims and a big green stripe across a beautiful black body.

"Dad can I have a ride on it?" she asked.

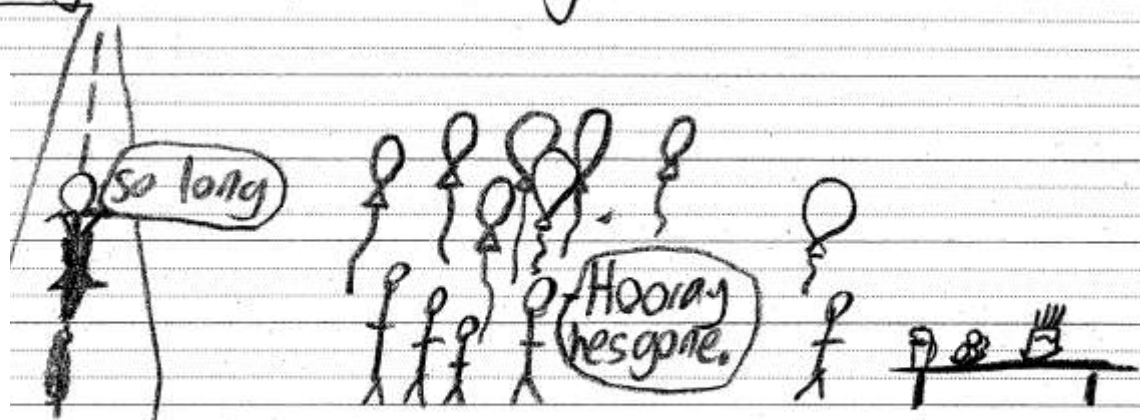
"Sure" replied Dad.

I went outside and started it, it was extremely loud.

I drove off the drive and disappeared and came back. I told Dad when she was watching.

They had planned for me to never come back because they were not ^{wanting me any more} ~~happy~~ they were so glad that I had gone they ^{even} had a party. "I'm so happy now that the terrible boy has gone, this is wonderful" yelled Mam over the crowd of the party. ~~This is definitely the best day.~~ This is defranetely the best day.

- Inclusion of appropriate visual images and information in print and electronic texts
- Texts elaborate the main ideas for the topic, for example, by describing
- Written in a logical sequence
- Experiments with using figurative language, imagery and metaphor
- Specific vocabulary to convey intended meaning
- Relevant ideas and content
- Clear introduction and conclusion
- Shows fluency—varied sentence structure and length
- Clear awareness of purpose



3.75

Overview

64

- use of structures and features appropriate to purpose and audience of print and electronic texts
- appropriate use of topic sentences and organisation of main and subordinate ideas
- selection of vocabulary, text structures and visual features to effectively communicate ideas and information
- maintenance of plot, characterisation and setting throughout extended narrative texts
- use of knowledge about spelling patterns, including morphemic knowledge, visual and phonic patterns

Ideas communicated in writing

- Students continue to improve their ability to write in the styles or text types specified in earlier levels. They write about less familiar topics from perspectives other than their own. They continue to write for the range of purposes mentioned in levels 3–3.75. .
- In addition to the characteristics described in levels 3–3.5, students write texts that have the following characteristics in terms of the ideas they communicate.
- Texts include longer imaginative and narrative texts that: (1) maintain their plot and setting throughout; and (2) through their selective use of language, elicit the intended mood and characterisation.
- Texts include informative writing that: (1) shows clear and appropriate prioritising of main and subordinate ideas; and (2) begins to use topic sentences to summarise paragraphs.
- Texts have a style that has been selected to match their purpose, for example, a short article, a review, a questionnaire, a summary, a set of notes, an original story, a poem or a play.
- Texts express and clarify the writer's thoughts, feelings and values.
- Texts show multiple interpretations of a topic, where appropriate.
- Texts begin to use imagery such as similes and metaphors to convey meaning.
- Texts vary the style of sentence forms and organisation to communicate their intended meaning clearly and show evidence of using the conventions strategically and selectively. For example, they use compound sentences, subordinate and embedded clauses, direct-voice versus indirect-voice statements, questions versus tag questions (that is, the sentence is more like a statement than a question. For example, "It's beautiful weather, isn't it?"), exclamations and commands.
- Texts use paragraphing techniques to communicate and sequence their main ideas such as the topic sentence and indexing.
- Texts relate ideas in writing in the following ways: they define, list, describe, discuss, explain, apply, analyse, distinguish, compare, contrast, predict and select.

Conventions in writing

- Students comprehend the use of: (1) various word properties, for example, pronouns, abbreviations, conjunctions, adverbs and adjectives; and (2) grammatical conventions such as the use of verb tense agreement and gender agreement.
- Students comprehend the use of a variety of sentence forms for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing.
- Students comprehend the use of paragraph conventions such as using topic sentences to summarise paragraphs in informative writing and cohesive ties for linking sentences within a paragraph and for linking paragraphs.
- Students use simple figurative language.

Writing Strategy

- In addition to the strategies described in 3–3.5, students use the following methods.
- Students selectively use a variety of strategies for writing according to the given purposes, such as note making, using models, planning, editing and proofreading.
- Students select and use specific vocabulary according to the topic of the writing and its purpose.
- Students express and clarify their thoughts, feelings and values through writing.
- Students use a range of sentence and paragraph writing strategies, for example, they vary the style of sentence forms and use indexing, sentence organisation, compound sentences, and subordinate and embedded clauses.

Conventions in Spelling

- Students spell isolated two- to four-syllabic words using morphographic and graphophonic analysis strategies, for example, they become aware of suffixes such as 'tion', 'age', 'ance' or 'ness' and how these are linked with existing words such as *attract*, *appear* or *tidy* and use these when spelling words such as *attraction*, *appearance*, *tidiness* or *carriage*.
- Students spell unfamiliar two- and three-syllabic words in prose using morphographic, graphophonic semantic and syntactic knowledge.

21/10/04

3.75

'Wow' I said as we parked the car. 'What did you say Hayles?' asked my best friend Laura. 'Nothing, it's just that this waterpark is just so big' I replied, pointing at the huge waterpark on our right. You see, me, Laura and my mum and dad were at White water world for the holidays and it was going to be fun. As we entered, mum and dad went to the adults area straight away leaving us to do whatever we wanted to do. 'Let's go on the big waterslide' said Laura. 'Okay' I agreed and we lined up. When we were at the front of the line we pushed a plastic tube, ~~and~~ ^{and} hopped on and we were off. The slide went so fast but suddenly we stopped and I almost fell off. 'Um Hayley' asked Laura 'why did we stop?' 'I don't know' I replied 'but

maybe I'd start again'. I was right, it started again ^{it} but at such a slow rate one snail could of beat it by at least a mile. But then it speed up so fast that it could've beaten a cheetah. Suddenly the tube stopped and I fell out the front. The only reason I didn't fall and break an arm was because I was holding on. 'Laura! Help me!' I yelled struggling to get up. It seemed as though Laura was trying to decide between saving me ~~and~~ or keeping her manicured nails. In the end she saved me. When finally the ride worked again and we got off. When ~~we~~ got off mum and dad came, we hopped in the car and left. On the way home, I remembered all the event and I have to say, that it was the best day.

- Use of structures and features appropriate to purpose and audience
- Use of knowledge about spelling patterns, including morphemic knowledge, visual and phonic patterns
- Maintenance of plot, characterisation and setting throughout extended narrative texts
- Texts begin to use imagery such as similes and metaphors to convey meaning.
- Varies the style of sentence forms and organisation to communicate intended meaning clearly and shows evidence of using the conventions strategically and selectively. For example, direct-voice versus indirect-

I woke up early in the morning I was excited because today wasn't just any old day it was christmas. I leaped out of bed and rushed down the stairs. I was ^{about} to open the present when I ^{remembered} what Mum had said "Don't open the presents till midday!!" but Mum wouldn't mind if I had a quick peek, so I looked inside the stockings but there wasn't anything in them, I sank with disma. Just then someone knocked on the door so I opened it and a wet, ^{shaky} bedraggled man stumbled in, he had a woollen coat that was bright red, black boots, a red beany with a white pom pom on top, a big (lolly) belly, a white beard and rosy red cheeks. "who are you?" I asked, then I had a theory "are you Santa?" "Yes" the man replied. "prove it!" I said. "step outside son" said Santa. So we walked outside and there was sleigh with reindeer and surenuf one had a red

nose. "Sorry I won't visit you last ^{next} time" said Santa. "done the presents yet?" I asked. "Yep" said Santa, "well must be going then". "Wait you ^{forgetting} the milk and cookies" I said. So I gave him the milk and cookies and he flew off. I decided I'd keep it ^a secret after all ~~(none)~~ ^{no one} would believe me. I can not wait to meet the east Grumnie

- Use of structures and features appropriate to purpose and audience
- Use of knowledge about spelling patterns, including morphemic knowledge, visual and phonic patterns
- Maintenance of plot, characterisation and setting throughout extended narrative texts
- use of: (1) various word properties, for example, pronouns, abbreviations, conjunctions, adverbs and adjectives; and (2) grammatical conventions such as the use of verb tense agreement and gender agreement.
- Longer imaginative and narrative text
- Selective use of language elicits the intended mood and characterisation.

Penguins best day

Growing up I was a lot different, I was the outcast I was always picked on as a kid at school and outside of school, I couldn't go down the street without getting an atomic m wedgie so I dived to go somewhere else.

I went to sunny hot Australia. I had a house right next to the beach so every morning I went down to the beach and went surfing. One day I went out and the waves were the biggest I have ever seen them so I went I was scared but so excited at the same time I caught a few waves they weren't the biggest ones but then I saw the biggest wave I had ever seen I went for it I paddled as fast as I could I stood up on my board I was flying I turned me and the board around and flew up the wave I came flying off the top and literally I was flying I didn't go down but the board did I just kept going up I was flapping my wings as fast as I could I was flying my heart was pumping my wings were flapping I don't know how it happened it just did and I was the first penguin to fly, and for once in my life I was noticed I was on the front of every surfing magazine every day. After a while I started my own little club called flying penguins.

Now I am one of the world champion's surfers because of my flying ability I can do like triple back flips and all the extreme stuff.

The end

- Use of structures and features appropriate to purpose and audience of print and electronic texts
- Use of knowledge about spelling patterns, including morphemic knowledge, visual and phonic patterns
- Maintenance of plot, characterisation and setting throughout extended narrative texts
- Use of various word properties, for example, pronouns and adverbs
- Uses paragraphing techniques to communicate and sequence main ideas

4.0

Overview

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At Level 4, students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing. They begin to use simple figurative language and visual images. They use a range of vocabulary, a variety of sentence structures, and use punctuation accurately, including apostrophes. They identify and use different parts of speech, including nouns, pronouns, adverbs, comparative adverbs and adjectives, and use appropriate prepositions and conjunctions. They use a range of approaches to spelling, applying morphemic knowledge and an understanding of visual and phonic patterns. They employ a variety of strategies for writing, including note-making, using models, planning, editing and proofreading.

Ideas communicated in writing

- In addition to the types of ideas described in levels 3–4, students write texts that: (1) explain a selected phenomenon, occurrence or process; or (2) convey an opinion clearly and logically. The texts have the following characteristics in terms of the ideas they communicate.
- The texts have a clear and consistent focus on the main ideas and develop a logical position or argument. The writing indicates the use of analysis, with the ideas organised in a logical way.
- The texts provide subordinate ideas that elaborate to enhance or support the main ideas, using, for example, factual information or examples.
- The texts synthesise ideas effectively both across sentences in a paragraph and between paragraphs, and cite information where necessary. They organise the ideas into paragraphs and usually make logical links within and between paragraphs to achieve a level of coherence.
- The texts address a range of purposes across topic areas, for example, to explain, inform or to question using an expository text type, to recount, apply or create knowledge/ideas/information using narrative and to debate or argue using a persuasive text type.
- The texts discriminate between essential, supporting and irrelevant information.
- The texts develop and use language relevant to the topic to convey the intended meaning in an appropriate way for the audience.
- The texts show an awareness of the audience through the strategic selection of content, structure and language choices.
- The texts may use analogy, simile, or metaphors to express the ideas more easily.
- The texts use figurative language and sound patterns in an expanded way.
- Their written explanations frequently show the use of relevant and technical vocabulary, provide relevant information and are objective and focused on the topic. They link ideas, data and reasons clearly and logically, using connectives such as first, then, or next for time-sequenced ideas, and because, if, or you get... for cause and effect.

Conventions in writing

- Students' texts use a variety of sentence forms to achieve their purpose and display appropriate grammatical conventions including tense and subject–verb agreement.
- Students' texts use paragraphs and other text features (for example, heading and subheadings or section headings in narratives) to organise the main ideas and subordinate ideas.
- Students use punctuation appropriately, including the use of colons, semi-colons and apostrophes.
- Students' texts prioritise ideas effectively in terms of their goal or purpose.
- Students' texts use graphics, photographs and artwork to support the written message.

Writing Strategy

- Students use revising strategies such as rereading the draft to check that there is consistency of meaning and main ideas, language use and style, and modify the draft accordingly.
- Students use editing strategies to check the use of spelling, punctuation, grammar, and capitalisation; students use several resources such as a dictionary, computer and style guides.

Conventions in Spelling

- Students spell accurately familiar multi-syllabic words by integrating morphographic and graphophonic strategies.
- For unfamiliar three-syllable words, students identify the morphographs and the unstressed vowels and predict their spelling.

The Best Day Ever!

(Or So I Thought)

"Tom!" Lachlan called. He'd been searching for ages "okay I can't find you, you win now please come out!" He finally found him sitting in a cold, dark corner shivering; all the blood had been drained from his face.

"There you are" Lachlan managed to squeeze out in amongst all the puffing. "What happened?" Lachlan asked. "You look like you've seen a ghost".

Tom turned his head towards Lachlan and whispered "I have".

It all started earlier this morning when Lachlan Scott and Tom Pearce had met up with each other and set off on a journey to explore the abandoned warehouse that they had heard so much about. All the townspeople always talked about it and said it was haunted so they decided to check it out.

"Lachlan, are you sure this is a good idea?" Tom asked. Tom was a 12 year old fair haired boy who was short for his age and generally gets easily worried.

"Of course" Lachlan replied with confidence. Lachlan was also 12 with his jet black hair and broad shoulders; he was the daredevil of the two.

"Well, it's just that, what if it **is** haunted? His knees started to shake.

"Don't worry, we'll be fine" Lachlan replied, "Anyway, you've still got me right?"

"Err I 'spose so" he replied incredibly unconfidently.

The warehouse was the perfect kids playing area. It was smelly, dusty, it had cobwebs, it was falling apart and best of all it was completely abandoned!

- Uses structures and features of language appropriate to the purpose, audience and context of the writing
- Uses simple visual images
- Uses a range of vocabulary
- Uses a variety of sentence structures
- Use punctuation accurately, including apostrophes
- Uses adverbs and adjectives and appropriate prepositions and conjunctions
- Applying morphemic knowledge and an understanding of visual phonic patterns

4.25

Overview

- composition of print and electronic texts for a range of purposes, including speculative, imaginative, explanatory and persuasive
- development of topics in coherent ways according to the purpose, and the needs and experience of the intended audience
- use of a variety of sentence structures, including combinations of simple and compound sentences for particular effects
- awareness of grammatical conventions; for example, tense and subject–verb agreement, appropriate punctuation

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Ideas communicated in writing

In addition to the types of ideas described in level 4, students write a range of text types in both print and electronic form, as follows.

- Text types include extended narratives, imaginative scripts and narrative scripts that have more than two sub-plots.
- Text types include speculative texts in which they offer possibilities and options based both on their opinions and on objective data (for example, How teenagers could benefit from more pocket money).

The texts at this phase show more of the characteristics noted in level 4 than those at earlier phases. As well, the specific types of texts introduced in this phase show the following characteristics in terms of the ideas they communicate.

- Texts identify the main ideas and develop a logical position or argument.
- Texts provide details that elaborate to enhance or support the main ideas.
- Texts synthesise ideas within a paragraph and between paragraphs using logical links.
- Texts relate ideas in writing in the following ways in various content areas, for example, they can order, define, recognise, label, recall, list, state, describe, recognise, discuss, report, explain, restate, review, identify, select, indicate, translate, apply, choose, schedule, illustrate, interpret, analyse, compare, contrast, question, criticise, organise, create, propose, judge, argue, and predict.
- Texts synthesise a range of styles, text types and sub-plots in the one text, for example, a particular text may include both explanatory and persuasive genres, use both first and third person voice and both literal and imagery-metaphoric reference.
- Texts discriminate between relevant and irrelevant information.
- Texts develop and use language relevant to the topic to convey the intended meaning in an appropriate way for the audience.

Conventions in writing

- Students' texts use a variety of sentence forms to achieve their purpose.
- Students' texts display appropriate grammatical conventions including tense and subject–verb agreement.
- Students' texts are punctuated appropriately including the use of colons and semi-colons.
- Students' texts prioritise ideas effectively in terms of their goal or purpose and begin to use suitable headings such as section headings in narratives to assist reading.
- Students' texts use graphics, photographs or artwork to support the written message.

Writing Strategy

- Students use drafting strategies in which they: (1) use the ideas and perspectives generated to write a first draft; (2) elaborate initial ideas and identify subordinate ideas; and (3) focus on developing ideas and details and organising them.
- Students use revising strategies that take account of the new text types as identified in 4.25 Ideas communicated in writing.
- Students use editing strategies that take account of the new text types 4.25 Ideas communicated in writing.
- Students use publishing strategies including computers and graphic organisers for publishing the text types.

Conventions in Spelling

- Students draw on graphophonic, morphemic and context knowledge to spell unfamiliar words and represent every sound with a logical letter combination.
- Students can identify the prefixes and suffixes in two- to five-syllable unfamiliar words they need to spell and use this knowledge to assist their spelling attempts.
- Students show that they are aware that word spellings are subject specific.

The Best Day:

Start

Get up at 7.4 wheel drive ~~others get bogged~~ ^{dingoes, whales}

Middle

Elk Creek, ^{Lake} McKenzie ^{and} Old Ship Wreck and ~~Lake Birrabeen, Green~~

End

Green python, Lake Birrabeen

4.0
~~2.5~~

Our ^{fourth} ~~4th~~ day on the island was planned ahead the night before and it sounds great. I was in Queensland on a little island East of Harvey Bay. It was called Fraser Island. My family and I were ready ~~started~~ at about 8.30 ^{the next morning} and start drove from our cosy inland camping spot to a beautiful ^{golden} ~~inland~~ beach. After about 20 minutes we saw a dingo and 2 ^{or} ~~one~~ ^{whales} ~~and~~ ^{they} ~~we~~ ^{were} ~~amazing~~ ^{the} ~~we~~ ^{got} ~~died~~ ^{the} ~~people~~ ^{cars} ~~we~~ ^{realised} ~~had~~ ^{reached} ~~the~~ ^{old} ~~ship~~ ^{wreck}.

The ship was rusty and ^{some} ~~most~~ of it had been covered by sand. ~~we had a walk in the water~~

After ~~then~~ I got back in the car and dusted all the sand off my feet we went drove again, over the ^{corrograted} beach and the ^{up} sand was the ^{as} ~~off the~~ grunts, ^{and}

We came round a bend and saw an even bigger creek crossing ^{the} Eli Creek, ~~was~~ an awesome fresh water creek. I ~~went~~ skipped up the boardwalk to the start of the creek where vines twisted around ~~trees~~ ~~trunks~~ and dipped into the ~~crystal clear water~~ crystal clear water. The water was ~~not~~ ~~not~~ ~~not~~ but was really nice, because it was so ~~not~~ outside. The creek wound itself through the rainforest ~~until~~ until we went ~~under~~ under a bridge and ~~at~~ the rainforest cleared ~~up~~ and opened up at the beach ^{where} we started. ~~It was~~

After we went down the creek ~~twice~~ twice we sat ~~and~~ had lunch ~~then~~ while we looked for whales. Our next destination was Lake Mikenzie. ~~Lake~~ Mikenzie was a very popular lake and also extremely cold. The lake was in a heart shape, and the edges were light blue and the centre was dark blue it was really pretty but we didn't stay here long. ✓

We went back to our camp for afternoon tea and then thumped around a very rugged track to Lake Birraken. This lake was our favourite lake ~~and~~ it was nicer than Mikenzie but nowhere near as busy. We swam

to until ~~the~~ sunset and then headed back to our camp.

At our camp the park ranger came again and had a drink with us. He gave Tony a badge that said "Queerston Park 100 years". We had dinner when ranger Bob left. We ate our dinner which was macaroni and

That night when we stayed up ^{for a bit} Carmichael, one of ~~the~~ ^{our} ~~the~~ ^{one} of our men that came too went back to his tent to get something when he came back he said that there was a green python at the door of his tent. Carmichael got a picture of the snake as it slithered back to the log next to his tent. I had always wanted to see a green python! ~~I had been to the camp and I thought it~~ ~~it had been a great day.~~ As I thought it climbed into my tent. ~~it had been the camp great day ever!~~

- Composition text for imaginative purposes
- Development of topics in coherent ways according to the purpose, and the needs and experience of the intended audience
- Use of a variety of sentence structures, including combinations of simple and compound sentences for particular effects
- Awareness of grammatical conventions, for example, tense and subject-verb agreement, appropriate punctuation
- Use of editing strategies

5 step method

What are the five steps?

What happens?

Why do you need a method?

- 1 ~~Make~~ Make an observation.
- 2 Make a hypothesis.
- 3 Do the experiment.
- 4 Collect the results.
- 5 Compare.

Thursday 29th October 2009

I woke to the sound of my alarm ~~set~~ ~~(through)~~ echoing loudly through my small ~~apartment~~ ~~house~~. I peeked open one eye to see clock; 6:30am, I slammed my hand on the

School started at 9.00am, but Mum always insisted on me getting up much earlier. I finished a bowl of cereal and a piece of toast, by 8:25 I was ~~ready~~ in the car still sleepy. I hated school, it was really I always got in trouble for not paying attention.

My eyes focused on the car in front, but couldn't help looking up at the ~~(the)~~ dark sky as rain pelted down from it. Lightning brightened the clouds every 20 seconds, the followed. Although I couldn't see above me

far behind, I knew there wasn't a patch of the sky that wasn't grey.

Now we were about 10 minutes from school and as Mum drove closer, I saw that lightning had struck a tree. I heard a loud crack and I looked up, scared. A sharp zapp ran ~~through~~ through body, I shut my eyes and screamed as loud as I could. I felt like I was flying through the air, but I thumped onto the ground. I opened my eyes and sat up.

I found myself in a grass ~~meadow~~ meadow with trees all around me, the sky was blue, birds were singing. I stood up realising I was wearing a beautiful long dress. A ruffle in the bushes interrupted my twirling. Very slowly a ~~small~~ ^{baby} deer crept out of the shadows, then excitedly galloped toward me, followed by 6 ~~the~~ golden yellow labrador puppies. I had no idea what they were doing out there. The baby deer looked like Bambi, I stroked its back and its bottom wiggled happily. The 6 puppies jumped into my lap one after the other wagging ~~there~~ their tails from side to side.

I was so happy here, baby deer and puppies were my favourite things. I laughed endlessly as the puppies licked my fingers and chewed on my toes.

I noticed a ~~swamp~~ ^{beautiful} in a ~~beautiful~~ ~~long~~ long white dress standing only meters away from

me, I looked ~~the~~ at her and froze, a small smile spread across her face, almost as if she was happy that I was happy here. ~~I stood~~

"I am Lenore." She said keeping her smile, speak.

"Do you know ~~to~~ where you are?" I shook my head side to side.

"You are in heaven, when the lightning struck you died, but your mother survived." ~~She~~ She said with a slight sadness, as tears filled my eyes.

"Hear you have ~~any~~ ^{every} thing you will ever want, and ~~wish~~ ^{even} you may have, but the people who are still alive must stay on earth." She walked away.

add more

The first wish I made was to have no me of my family on earth. Then I wished for all favorite things, puppies, deer, cute fluffy monstrosities my little legless teddy bear, and my old Humphrey, he was my best friend.

(And) My first day in heaven was the best I had lived.

- Composition text for imaginative purposes
- Development of topics in coherent ways according to the purpose, and the needs and experience of the intended audience
- Use of a variety of sentence structures, including combinations of simple and compound sentences for particular effects
- Awareness of grammatical conventions, for example, tense and subject-verb agreement, appropriate punctuation
- Texts synthesise ideas within a paragraph and between paragraphs using logical links.
- Sub plot evident
- Literary and imagery - metaphorical reference
- Use of editing strategies

4.50

Overview

- composition of print and electronic texts in a wide range of forms, including narratives, reports, explanations, procedures and points of view
- experimentation with different techniques to influence audiences and achieve the intended purpose of their writing
- correct spelling, except of unfamiliar words with unusual spelling patterns
- use of headings and subheadings in the organisation of information in texts
- use of editing and proofreading skills for clarity and cohesion of ideas

Ideas communicated in writing

- The texts at this phase show more of the characteristics noted in levels 4–4.25 than those at earlier phases. As well, the specific types of texts introduced in this phase show the following characteristics in terms of the ideas they communicate.
- Texts display a particular focus for a specific audience and a purpose for a specified topic, and have topic-relevant information selected and collated from a range of sources.
- Texts elaborate or support main ideas with a range of subordinate ideas and details such as facts, dialogue, logical argument and quotations and these are embedded in the text.
- Texts organise the text ideas in a logical sequence with an introduction, a body and a conclusion.
- Texts develop their themes in coherent ways around their intended purpose and have an explicit, clearly stated viewpoint.
- Texts take account of reader knowledge and background, identify and are written for specific audiences and can present the same information in different forms depending on the purpose and audience.
- Texts use language that is relevant to the topic, audience, and purpose, including specialised vocabulary relevant to the topic and possible figurative language and sound patterns.

Conventions in writing

Students use a variety of sentence forms consistently and appropriately; these include compound and complex sentences using: (1) appropriate grammatical conventions including tense, subject–verb agreement and noun–pronoun agreement; (2) appropriate punctuation and capitalisation; and (3) sophisticated rhythm and flow of language where appropriate.

- Students use various paragraphing conventions and textual markers to prioritise ideas effectively and to organise the information in terms of their goal or purpose such as headings and subheadings, topic sentences, stanza divisions, bullets and numbering.
- Students experiment with various written text conventions and techniques, depending on the purpose, to influence the audience.
- Students use graphics, photographs and artwork more strategically to support the written message.

Writing Strategy

Students use the types of strategies described in levels 4–4.25 and modify these to account for the types of texts described above, as follows.

- Students use revising strategies; they (1) reread what they have written for sense and modify the language and/or accompanying non-text information to enhance text and style.
- Students use various publishing strategies; they (1) select a format for publishing (e.g., multimedia formats, essay, research presentation) appropriate for the audience and purpose; and (2) produce a legible and effective final outcome using a variety of technologies.

Conventions in Spelling

- Students use morphographic knowledge to spell unfamiliar two- and three-syllable words by identifying the meaning of the stem when the stem is not a known word. They can, for example: identify the stem *ject*, infer its meaning by analysing what they know about reject, project, subject and use it to spell injection or trajectory or identify ‘*vert*’ in convert and invert, work out its meaning and use it to spell inversion.
- Students describe the effect on the meaning of words when suffixes such as *age*, *er*, *ist*, *or* are added to nouns or verbs and use this to spell words that have these suffixes, for example, passage, manager or chemist.

The Best Day

My feet sank as I walked along the beach. The wind whipped at my neck, a piece of hair fell in front of my face, I tucked it behind my ear. I was looking at the sunrise when I tripped over something. I caught myself and turned to see what had tripped me - a wine bottle, but it was gold. I inspected it.

Now I could see that gems were embedded in it, rubies, sapphires, emeralds and topaz. The gems sparkled in the sun. I rubbed it. The bottle had sand on it. With a yelp I dropped the bottle. The bottle had stung my palms. I ripped strips off my t-shirt and wrapped it around my hands. I picked it up again cautiously and then pink steam came out of the bottle. Then I dropped the bottle again because of fright and knocked myself out.

It was a while until I woke up. The sky was a perfect pale blue, but closer to my face was a girl with blond hair and a smirk on her face.

"You took quite a fall." she said.

I nodded.

"That hurt" I said. And then I noticed her.

"Who are you?" I said.

"Well, I don't know. I could be your slave or I could be your genie, Melanie is my name" she said, the smirk still on her face.

"OK" I said "I'm dreaming, so you're my genie, do I get 3 wishes?"

"Yes" she rolled her eyes.

"OK. I want tons of money, a new cool house and can I have the third wish as the bottle so I can use it later?"

"OK are you sure you want to wish that all at once? She said.

"Yes I growled. She seemed to think this was funny. Well, she could think what she wanted, it was my dream. She wiggled her fingers and a lot of smoke came out of the bottle and moved towards the end of the beach. Where the smoke had been, before my eyes a gigantic house appeared. I ran inside. It was huge. I ran upstairs and looked in my room. I had a four poster, a sultan type bed with gold netting dangling from the bed. I also had a huge wardrobe and an ensuite and other cool gadgets. I ran downstairs. The genie was eating a banana. I ran outside. There was a pool and OMG and elephant!

I turned to have a look at the rest of the house, but the genie had dropped the banana peel and I slipped on it and got knocked out again. When I awoke, I was on the beach again, I looked up - no house, no elephant and no genie. I opened my fist. There was something inside it. There was a tiny bottle that was purple and gold and a note wrapped around it. I opened the note. It said

To Holly, Do you know what dreams are made of? From Melanie.

- Experimentation with different techniques (imagery) to influence audiences and achieve the intended purpose of their audience
- Correct spelling, except of unfamiliar words with unusual spelling patterns
- Logically develops a storyline and adapts a consistent narrative viewpoint
- Range of vocab
- Uses a variety of sentence forms consistently and appropriately; these include compound and complex sentences using: (1) appropriate grammatical conventions including tense, subject-verb agreement and noun-pronoun agreement; (2) appropriate punctuation and capitalisation; and (3) sophisticated rhythm and flow of language where appropriate.
- develops themes in coherent ways

THE BEST DAY!

When I woke up this morning I felt surprisingly different. It was a good different, but it still felt strange. Quickly as possible, I ran to the bathroom to see if I looked different in the mirror. I would say that what looked back at me was shocking, but there was nothing there. Just a blank, glass mirror. I knew that the mirror must somehow be broken. I picked up my toothbrush, held it to my face, and looked in the mirror. Impossibly, the toothbrush was visible in the mirror, yet I wasn't. This was just creepy now.

As I arrived at school, I was getting some strange looks. Well to be more precise, my backpack was getting strange looks. I looked over my back to see nothing unusual, just a backpack. I jogged over to Steve- my best friend- like I do every morning.

"What's going on Steve? Everyone's looking at my backpack really strangely."

Steve didn't reply.

"Steve, what's wrong? You're looking at me like I'm invisible or something."

"Who's talking? Who's there?" Steve was really freaking out now, "I can't see anyone. Is that Max? Whatever you are you, sound like Max."

"Steve, relax! It is me. What's going on? Am I *really* invisible?"

All Steve did was nod. A slow, scared nod.

This was awesome! I could scare people, listen to their conversations, or just be invisible whenever I wanted.

After a few days this invisible thing was pretty fun. Except I had to be careful, as I figured out I only become invisible if I wear my green sweater. So if I didn't wear my green sweater, I'd just look like any other ordinary kid.

Although one day, a day that seemed like any other day, things were different. I put on my green sweater in the morning, and went outside to annoy and scare others. But every time I tried to scare someone by lifting up something, – which would usually look like it was floating by itself- they would stare at me and walk away. This confused me every time. I was wearing the right sweater, doing the same silly things as always, yet people never seemed to mind. Sometimes they even stared at me for a while like I was a crazed little child. Whilst sitting on a bench thinking what was happening, an elder lady approached me.

"I've been watching you from a distance for a while, doing unusual things to those innocent people," she told me "I'd just like to ask what exactly you were trying to do?"

I drew in a deep breath, and then stupidly explained it to her.

"You probably think I'm crazy, but what you're about to hear is completely true. I have a green sweater. Whenever I put it on I turn invisible, and try to scare people- it entertains me. But today when I tried to scare people nobody got scared. Which is why I'm completely confused."

She looked at me with a completely blank look.

"Maybe," she replied "just maybe, you were never invisible. Maybe you just thought you were invisible. And this green sweater of yours, is completely useless."

I took in what she said. I didn't reply to her, but I thought about it. After a few minutes, I walked away.

When I arrived home, I took off my green sweater and stared at it. How stupid was I?! I walked over to the rubbish bin, and placed my sweater inside it. I would never think such a stupid thing ever again. What a crazy few days

- Experimentation with different techniques (imagery) to influence audiences and achieve the intended purpose of their audience
- Correct spelling, except of unfamiliar words with unusual spelling patterns
- Logically develops a storyline and adapts a consistent narrative viewpoint
- Range of vocab
- Uses a variety of sentence forms consistently and appropriately; these include compound and complex sentences using: (1) appropriate grammatical conventions including tense, subject-verb agreement and noun-pronoun agreement; (2) appropriate punctuation and capitalisation; and (3) sophisticated rhythm and flow of language where appropriate.

Glossary

action models

Action models involve the reader in doing the action and using real objects to demonstrate the meaning of the text. For example, students role model a conversation in a text, demonstrating empathy.

active voice

The voice is active when the subject of the sentence is the doer of the action. For example, *The boy (subject) threw the ball.* I (subject) wrote that sentence.

adjective

An adjective is a word that modifies a noun. It describes the quality, state or action that a noun refers to.

adverb

An adverb is a word that modifies the meaning of a verb, adjective or another adverb. Most adverbs in English are formed by adding *–ly* to an adjective.

agent

The agent is the person or entity that performs the action described by the verb; they may initiate a process or put something in operation. For example, ‘our cat’ is the agent in both of these sentences:

- *Our cat killed the neighbour’s budgerigar.*
- *The neighbour’s budgerigar was killed by our cat.*

In some sentences, however, the agent isn’t mentioned at all, even though we know that the process must have been initiated by someone or something:

The car was stolen. (Someone stole the car).

alliteration

Alliteration is the repetition of the same or similar consonant sounds in words that are close to one another. For example, *fine feathered friends; Sally sells sea shells...*

analogy

An analogy involves an illustration of an idea by means of a more familiar idea that is similar or parallel to it in some significant respect, and thus said to be analogous to it. For Example, Shakespeare’s “All the world’s a stage.”

Analogy with known words

Readers can use what they know about some words to read and/or comprehend novel or unfamiliar words, for example, a student who has not seen the written word ‘*plain*’ before but who can read ‘*train*’ can identify the shared letter cluster ‘*ain*’ and the sound associated with ‘*ain*’ in ‘*train*’ to read ‘*plain*’.

antonym

An antonym is a word that has the opposite meaning of another word. Examples: *happy/sad*; *small/large*

characterisation

Characterisation describes how the personality (strengths and weaknesses) of a character is represented in a text and how the personal characteristics (behaviour/actions) gradually evolve.

cohesion

Cohesion refers to the ways in which the elements of a sentence or a set of sentences are linked, by using either grammar or linking words. Cohesion refers to the flow of a text and can be achieved by using pronouns, words such as *that*, *these*, *those* (deictic words) and *other* (contrastive forms). The tone, style and meaning is maintained throughout. For example, *I sat down and turned on the radio. Just then, I heard a strange noise.* The phrase '*just then*' relates these events in time.

colloquialism

An informal expression; the language of everyday speech.

complex agreement

Complex agreement occurs in a sentence consisting of at least two coordinate independent clauses and one or more dependent clauses. For example, *I wanted to go, but I decided not to when it started raining.*

compound sentence

A compound sentence contains two independent clauses joined by a coordinator /conjunction. Conjunctions include: *for*, *and*, *nor*, *but*, *or*, *yet*, *so*. For example, *John played football so Jane went shopping.*

concepts of print

Concepts of print refer to the reader's understanding or knowledge of the conventions used to read and write text. It is an awareness of how print works, letters forming words. It includes recognition that print in English starts from left and moves to right, return sweep and that words are organised into sentences.

conceptually dense or extended texts

Conceptually dense texts are those that, for a particular reader, have a comparatively high number of concepts or technical language.

Concrete models employ real objects or real life situations to demonstrate the meaning of a text. They involve something that exists physically being used as a way of enhancing understanding of an idea that may be abstract.

conjunction

A conjunction is a word like *and*, *but*, *when*, *or* etc which connects words, phrases or clauses.

consonant blend/consonant cluster

Blends are consonant letter clusters (a group of consonants with no vowels between them) that occur commonly in words. They comprise two or three consonants blended together in sound while retaining the sounds of the individual letters. For example: 'bl' in *black*, 'cr' in *credit*, 'spr' in *spring*, 'st' in *fast*, 'nd' in *land*.

context

The context of a text is the particular situation, background, or environment to which the text (or part of the text) is related, for example, a social, cultural, and historical setting, or genre. It can also be used to refer more specifically to the speaker or writer of text, its audience, or the situation in which the text was generated or interpreted.

contextual cues

Information from the context of a message.

count noun

Count nouns refer to things which can be counted. That means that there can be more than one of them. Example: I saw a pear tree ('pear tree' is a count noun because pear trees can be counted) Noncount nouns refer to those things that can't be counted. Example: I jumped into the water. Other examples include 'milk' and 'courage.')

Also, when a count noun is singular and indefinite, the article "a/an" is often used with it. (The real meaning of "a" is "one").

creative visualisation

Creative visualisation involves representing information using visual symbols or icons in an open-ended way.

cueing strategies (speaking and listening)

Cueing strategies encourage consideration of ideas in particular ways. For example, while a student prepares for a speech s/he can *look at the issue/event/character/idea from a different perspective or imagine they themselves are in another setting*

decoding

Decoding refers to using knowledge of spelling conventions and pronunciation of irregular words to decipher pronunciation of written words.

digraphs

A digraph is composed of two or more letters that represent or match *one* sound. Example: *sh, ch, th, ph, wh, ck*

diphthong

A diphthong is a gliding monosyllabic speech sound that starts at or near the articulatory position for one vowel and moves to or toward the position of another. Example: *ay* in *play* or *ou* in *out*.

disposition

Disposition refers to the points of view both readers and writers have which influence their comprehension and creation of texts. The point of view in each case is the perspective or 'position' on a topic or issue taken by readers or writers. Readers can identify an author's purpose and viewpoint. The assumption here is that what is written is not necessarily reflections of reality but is a selective version of it, told from a particular view and this can position readers to respond to a text in particular ways through the use of language and point of view.

electronic media texts

These texts include spoken, print, graphic and electronic communications with a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. The media texts studied in English are found in newspapers, magazines and on television, video, film, radio, computer software and the Internet.

ellipsis (Pl. ellipses)

Ellipsis refers to (i) the part of a grammatical unit that is left out of a phrase because it is believed to be unnecessary or redundant. An example is in the answer to the question "*Did you see him do it?*" and the response is "*Yes I did*" instead of "*Yes I did see him do it.*" The "him" is implied and therefore elliptical. (ii) The 3 dots ... placed within a phrase to indicate something has been omitted.

evaluative comprehension

Evaluative comprehension occurs when readers judge the content of a text by comparing it with:

- (i) External criteria - where it agrees with what is generally known or expected
- (ii) Personal criteria - how it fits with what individual readers know and what they value.

experiential knowledge

Experiential knowledge includes the following: prior knowledge and experience, visual imagery knowledge, action/ motor knowledge and knowledge of symbols.

An expository text sets out to describe objects, events or processes in an objective manner, present or convey an argument, to state the solution to a problem or to explain a situation.

factual text

A factual text contains information that is indisputable, proven (in a scientific context) or generally regarded to be true.

figurative language

Figurative language is a way of expressing ideas in non-literal or 'plain' form. It can be used to add colour or intensity to a description. For example, metaphors, similes and personification.

fluency

Fluency describes the act of reading without hesitancy, by recognising words and accurately connecting text.

formal language

Formal language includes the use of the 'high'/prestigious dialect of a language. It involves the avoidance of informal/colloquial expressions. Example: using 'good evening' instead of 'hi' in a particular situation.

functional meanings of words

Functional meaning of words refers to what words do or are used for. This is also referred to as structural meaning and involves how the words and sentences of a language are related to one another

genre

Genre is a style, especially in the arts, that involves a particular set of characteristics. Example: What genre does that book fall into – comedy or tragedy?

grammar

Grammar refers to the structure of a language. It is the rules or conventions we use to link words to form meaningful phrases and sentences.

grammatical function

Grammatical function refers to the place each word has in a sentence. Example: in the sentence '*The dog was eating its meat*' the noun '*the dog*' has the function of being the subject. The function of a word is its grammatical context.

A grapheme is the technical term for a letter, for example, *A*, *a*.

graphic organisers

Graphic organisers are diagrams that organise thinking in different ways to assist with understanding and display of content.

graphophonics

Graphophonic cueing connects the sound of letters or words to the shape of letters or words. Students recognise that *b* in *bet* is the same sound as *b* in ‘brown’.

high frequency words

High frequency words are commonly found words in written or oral texts. These are mostly function words (or structure words) such as conjunctions, pronouns and prepositions.

homophone / homonym

A homophone is a word with the same sound as another but with a different meaning. For example, *some* and *sum*, *scale* (of a fish) and *scale* to climb. The term homonym is often used interchangeably. A homograph is a word with the same spelling. Homonyms may be used to refer to either.

hyperbole

Hyperbole is deliberate exaggeration or overstatement. For example, *I'm so hungry I could eat a horse*.

idiom

An idiom is a speech form or an expression of a given language that is peculiar to itself grammatically or cannot be understood from the original meaning of its elements. Generally, it is not intended to be taken literally eg ‘*He was all thumbs*.’

imagery

Imagery refers to the set of pictures readers make in their minds of what they are reading as they read. The imagery contributes to readers’ interpretation of the text.

imaginative texts

Imaginative texts refer to texts that have a topic or theme that is not located in literal reality. Example: types of fiction, folktales and fairy tales and poetry.

The imperative form of a verb is used to make requests, give directions or instructions, and give orders or commands. Example: ‘*Open the window!*’

indicator of progress

Indicators of progress are points on a learning continuum. They describe the critical understandings required by students to progress through the VELS standards.

infer

To infer is to think beyond the information given in a text and make links with ‘unstated’ ideas or information. Readers may often use prior knowledge of the text or the world to *infer* subsequent events, purpose, intent or cause–effect.

inferential comprehension

Inferential comprehension questions ask readers to infer about events that occur earlier than the context of the text, the cause and effect of events within the text, possible changes to circumstances (what would happen if?), the targeted audience of a text, information about characters and main ideas underlying a text.

interpretive texts

Interpretive texts are an explanation by individuals of the texts of others.

informal language (colloquial)

Informal or colloquial language refers to the use of the ‘low’/spontaneous language, often used in familiar speech environments.

intonation patterns

Intonation patterns are the changes in rhythm and melody heard when someone speaks. Speakers change their intonation patterns by changing how loudly they say words or their pace in speech. Intonation patterns can convey grammatical functions. Example: a rising intonation to signal a question. In conversation intonation also plays an important role in maintaining the turn-taking system.

irony

Irony is a form of speech in which the real meaning is concealed or contradicted by the words used. Irony involves the perception that things are not what they are said to be or what they seem. One may say something but in fact intend the opposite to be true. Example: ‘Great weather’ in response to an invitation to a picnic on a rainy day.

jargon

An idiom is a speech form or an expression of a given language that is peculiar to itself grammatically or cannot be understood from the original meaning of its elements. Generally, it is not intended to be taken literally eg ‘*He was all thumbs.*’

Language Experience Approach

Language experience utilises the two major resources children possess - their language and their experience of language.

letter clusters

A letter cluster pattern is a string of letters that constitutes a part of a word.

letter sound mappings, relationships

See [graphophonics](#).

linguistic structure

Linguistic structure is a shared feature or property from a language perspective, Examples include: all the words that could operate as verbs in a sentence, all the 1-syllable words that have the –op rime unit, for example, *hop, stop, cop, strop*.

literal comprehension

Literal comprehension occurs when the reader understands information that is explicitly stated within the text.

mass noun

A **mass noun** (also **uncountable noun** or **non-count noun**) is a type of common noun that cannot be modified by a number without specifying a unit of measurement. Example ‘*rice*’ is a mass noun; you cannot say “*three rice.*”

metacognitive

Referring to conscious behaviour in which learners plan, monitor, evaluate and revise their progress in the course of the learning process.

metaphor

A metaphor is a comparison that shows how two things that are not alike in most ways are similar in one important way. It is based on a non-literal meaning. For example, when a person understands an idea, a metaphor might be ‘she saw the light’; when a person is angry, ‘she was hot under the collar’. Metaphors are usually culturally specific.

modal verbs

Modal verbs are a set of verbs such as *can*, *may*, *might*, *will*, which are used to express different degrees of certainty.

morphology

Morphology is the study of the internal structure of words. It focuses on patterns of word formation, including prefixes, roots and suffixes. For example, the common rule for forming English plurals is the addition of the final –s; cat –cats.

morphographic knowledge

Morphographic knowledge involves understanding that particular letter clusters carry meaning, for example, that ‘ed’ added to a verb means a past action, ‘s’ added to a noun means more than one and when added to a verb means a present action, ‘un’ in front of an adjective means ‘not’, ‘micro’ means small. It also includes knowing the meaning of written root or stem words such as ‘hop’ or ‘mat’. Each of these is a morphographic pattern or feature.

multimodal formats

A multimodal format refers to the presentation of information in two or more formats or modes at once, for example, visual and auditory information about a particular event.

multi-syllabic words

A multi-syllabic word comprises more than one syllable. Example: syl-la-ble.

naming letters

Naming letters refers to the recall of the name or the sound that identifies a letter (or grapheme).

narratives

A narrative is a genre or text type which tells a story or gives an account of real or imaginary events. It includes an orientation, a complication, a climax and a resolution.

nominalisation

Nominalisation refers to the process of turning a verb into a noun form. Example, *Consideration of this issue* is *vital* instead of *You should consider this issue*.

onomatopoeia

Onomatopoeic words are words that when pronounced sound similar to the actual sounds they describe. Example: *clickety-clack, sizzle, buzz*

onset

Onsets and rimes are parts of monosyllabic words in spoken language. These units are smaller than syllables but may be larger than phonemes. An onset is the initial consonant sound of a syllable (the onset of *bag* is b- ; of *swim* is sw-). Rime refers to the word endings. Example: –un in the words *gun, run, sun* .

oral language knowledge

Oral language patterns are the conventional ways in which speakers arrange words to communicate meaning when they speak.

oral language, structures

Oral language patterns are the conventional ways in which speakers arrange words to communicate meaning when they speak.

orthography

Orthography refers to the study of correct spelling according to established usage; the method of representing a language or the sounds of language by written symbols. It is concerned with letters and their sequences in words.

paraphrase

Paraphrasing is the process of expressing an idea "in one's own words".

passive voice

The passive voice is used to show that the subject is ‘acted on’ by the agent or by something unknown. This can emphasise the person or thing being acted upon or to draw attention away from the agent. Example: *The report was destroyed.* (*The emphasis is on the report, rather than who did it.*)

personification

Personification is a form of metaphor in which animals, ideas, things, etc., are represented as having human qualities. Eg *The trees sighed in the wind.*

persuasive texts

Persuasive texts are intended to convince readers to accept particular perspectives or points of view.

phonemic knowledge

A phoneme is a single sound; the smallest unit of speech that distinguishes an utterance. Example: ‘pot’ and ‘hot’ are distinguished by the initial phoneme. Phonemic knowledge is what we know about individual speech sounds. Phonemic recoding refers to changing each letter into a sound.

Phonics refers to links between patterns of sounds (phonemes) and patterns of letters (graphemes).

phonogram (or word family)

A phonogram is a letter-sound combination that includes more than one grapheme or phoneme. Examples of common phonograms are *ole* (in hole, mole, role) and *ake* (as in make, bake, lake).

phonological knowledge

Phonological awareness is an awareness of the different sound units in oral language . Example: syllables, onsets and rimes.

Phonological knowledge is what we know about the sound properties (phonology) of our language .

phonology

Phonology is the aspects of language related to the distinctive features of the representation and reception of sounds of language.

Phonological awareness is recognition of the different sound units in oral language. Example: syllables, onsets and rimes.

Phonological knowledge is what we know about the sound properties (phonology) of our language.

.phrasing

A phrase /phrasing is a grouping of words to create meaning.

pitch

Pitch refers to the ‘height’ (high pitch) or depth (low pitch) of the voice during speech. Listeners can distinguish high, medium and low pitch. When speaking the pitch of the voice can be varied to change the intended meaning.

plot

The plot of a narrative refers to the way in which the events in the narrative are linked by the author. A narrative may record the events without linking them causally. The plot indicates connections or links between the events, for example, causal links. A narrative is a record of what happened. The plot of a narrative shows how the events are linked in human terms. It is the plot that is likely to have a greater influence on readers.

Predictable features in text relate to the features that readers might expect in a text based on their existing knowledge.

prefix

A prefix is a word part added to the beginning of a root or base word to create a new meaning. For Example: *regain*, *incomplete*.

preposition

A preposition links nouns, pronouns and phrases to other words in a sentence. Example:

- *The cat is **on** the table.*
- *The cat is **beneath** the table.*
- *The cat is leaning **against** the table.*

pronoun

A pronoun is used as a substitute for a noun or a noun phrase. Example:

- **He** was downstairs
- Did you see **that**?
- **It**'s lovely weather.

psycholinguistic knowledge

Psycholinguistics relates to the cognitive process used to make it possible to create grammatical and meaningful sentences from vocabulary. It also relates to the process that makes it possible to understand utterances, words and text (spoken or written).

punctuation

Punctuation refers to a set of marks used in writing to clarify meaning, separate parts of words, words and sentences. Example: a comma (,) can be used to mark a pause; and the exclamation mark (!) to mark surprise.

receptive vocabulary

Receptive vocabulary refers to the words the child understands the meaning of. The child may not be able to articulate that meaning in oral language, but can demonstrate comprehension of the meaning of the word through behaviour.

A regular verb is one that follows the pattern of taking *-ed* for the past simple and past participle.

relative clauses

A clause that modifies a noun in a sentence, or a noun phrase, is a relative clause. Example: the light, *which is downstairs*, is broken.

relative pronoun

Relative pronouns are those that relate groups of words to nouns or other pronouns. Example: *that* or *which*.

rime units

The rime unit of a syllable or word is made up of the vowel sound and any other consonants. Eg, for the word *that* the rime is *at*

segment words into sounds

Segmentation is the process of breaking words into smaller sound units.

self management of reading experience

The process involved when readers:

- Frame questions or purposes for reading a text, planning how they will read;
- Monitor reading, initiate corrective action, decide when to re-read, self correct, how they use what they know, monitor how their reading is progressing, take remedial actions if necessary and having read;
- Review and self question to see whether reading goals achieved, review or consolidate what they have read; and
- Organize the information gained from reading to fit out purposes for reading.

semantic context of the word

The semantic context of the word refers to its meaning. When words are in sentences, the meaning of the sentence as a whole influences how the word is interpreted. A similar effect is observed for words in paragraphs and longer texts. This is illustrated in the meaning of 'run' in the following sentences;

- *The run was tiring.*
- *The stocking had a run in it.*
- *We have run out of wine.*

refers to the study of meaning in language and changes of meaning. It is used to refer to the meanings of individual words, sentences and longer texts.

semantic mapping

is used to motivate and involve students in thinking, reading and writing. It enhances vocabulary development by helping students link new information with previous experience.

setting

The setting of a narrative is where and when the narrative takes place.

short-term retention strategies

Short-term retention strategies are used to aid short-term memory. These strategies include visualising, repeating information and performing the actions described.

simile

A simile is a figure of speech in which two basically different things are compared using 'like' or 'as.' Example: *My love is like a red, red rose. It is as cold as ice.*

simple sentence

A simple sentence contains a subject and a verb, and it expresses a complete thought. Example: *Some children like to play sport.*

skimming and scanning

Skimming and scanning are reading strategies that readers use either to isolate specific information in a written text or to collect information to infer its topic. Scanning refers to selecting information to answer a specific question. Skimming refers to selecting a set of words that are believed to indicate the overall topic or theme of the text.

Socio-cultural bias

Sociocultural bias refers to the perspectives or prejudices that influence a person's thinking, comprehension and decision making and are learnt from the social and cultural groups to which the person belongs.

Socio-cultural

values refer to the attitudes and dispositions that influence a person's thinking, comprehension and perception that are learnt from the social and cultural groups to which the person belongs.

Every cultural and social situation is underpinned by particular ‘norms’ or values. These are the accepted ways of interpreting information, thinking and behaving. A sociocultural context is a situation that is defined by these norms.

sociocultural values

Sociocultural values refer to the attitudes and dispositions that influence a person’s thinking, comprehension and perception that are learnt from the social and cultural groups to which the person belongs.

stereotypes

A stereotype is a popularly held belief about a type of person or a group of people which does not take into account individual differences.

story language

To use story language is to express ideas as if you were telling a story, using the common conventions of story telling.

strategy (reading)

In this context, a strategy is an action used by a reader to link written text with what the reader knows.

suffix

A suffix is a word part that is added to the end of a root word to modify its meaning or change it into a different word class. Example: happiness. The suffix *ness* changes the word *happy* from an adjective into a noun.

synonym

A synonym is a word having nearly the same meaning as another. Example: *fast* and *quick*

syntactic knowledge

refers to knowledge of the grammatical structure of language, the order of words within meaningful sentences.

syntax

A knowledge of the rules for forming sentences

text consolidation strategies

Text consolidation strategies describe the actions a reader uses to form an overall understanding of a text.

Each text has particular features that makes it like other texts in the type and different from those in other types, for example, fictional texts differ from informational or factual texts on the same topic.

tone

Tone is a quality in the voice which expresses the speaker's feelings or thoughts, often towards the person being addressed. For example, I tried to use a sympathetic tone of voice.

trigraphs

A trigraph is a group of three letters that are associated with a sound, for example, 'eau' in 'plateau'.

verb tense agreement

Verb tense agreement refers to the appropriate use of verb tense to show the time relation between the tense in the main clause and the tense in the subordinate clause in a complex sentence.

visualising

Visualising is a term given to the process by which readers construct and use mental images while reading the text. This is done during reading to aid in understanding. Readers imagine what the ideas in the text would 'look like', usually in 'time and place' contexts.

vowel digraphs

Vowel digraphs are a combination of two or three vowels that together are associated with one sound, for example, 'ai' or 'ou'.

voice

Voice shows the relationship between the verb and the noun phrases. There are two voices in English – active and passive. Refer to these in the glossary for more information.

word meaning patterns

Word meaning patterns refer to the structural and associative patterns that students recognise and that allow them to make meaning of words. For example, students may recognise morphographic patterns, such as, the effect of adding *-ion* makes that word the *state of doing that thing*. Students may also recognise meaning patterns based on synonyms and associations, such as the synonyms *horse* and *foal*.

References

DEECD, 2009. *English Writing Continuum*, State of Victoria (Department of Education and Early Childhood Development), viewed 10 November 2009 <<http://www.education.vic.gov.au/studentlearning/teachingresources/english/englishcontinuum/writing/default.htm>>